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AUTHOR Garrott, Denise
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ABSTRACT

In July 1993, the Pennsylvania Department of Education revised the regulations guiding state assessment of school districts, educational curriculum, graduation requirements, student assessment, and the planning process that districts use to guide educational delivery. This document describes a year-long, collaborative project, in which the Western Regional Professional Development Center (WRPDC) developed and implemented Leadership Study Groups to build readiness for school restructuring. The leadership study groups were composed of administrators and teachers from 11 school districts. The paper focuses on the conditions that contributed to successful change efforts: individual beliefs and professional growth; learning the knowledge base; working in collaborative teams toward codiscovery; reforming culture; and providing the necessary system supports. The progress of the groups was assessed via formative evaluation measures, an ongoing process design, a summative questionnaire of 55 respondents, and reflective writing. Findings include: (1) the study-group approach facilitated change in participants' understanding of norms and culture; (2) district outcomes were highly dependent on the level of administrative support; (3) intensive, ongoing professional development through study groups helped to lay the foundation for complex organizational change; and (4) the study groups helped participants to identify significant barriers to in-district implementation of the state mandate. Appendices contain the study group agendas, organization, evaluation forms, evaluation summaries, and data. (Contains 59 references.) (Author/LMI)

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ED 405 650

Leadership Study Groups for School Restructuring

by

Denise Garrott
National Graduate Fellow
Nova Southeastern University
Fort Lauderdale, Florida

A Major Applied Research Project Report
presented in partial fulfillment of the requirements
for the degree of Doctor of Education

National Ed.D. Program for Educational Leaders
Nova Southeastern University

March 1995

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Major Applied Research Project (MARP)

Participant: Denise A. Garrott

Cluster and Number: Erie III A

As Major Applied Research Project Committee Chair, I affirm that this report meets the expectations of the National Ed.D. Program for Educational Leaders as a representation of applied field research resulting in educational improvement.

David Flight, Committee Chair

David Flight — 4-4-95

signature — approval date

As Major Applied Research Project Committee Reader, I affirm that this report meets the expectations of the National Ed.D. Program for Educational Leaders as a representation of applied field research resulting in educational improvement.

Allan Ellis, Committee Reader

Allan Ellis — April 4, 1995

signature — approval date

As Major Applied Research Project University Representative, I affirm that this report meets the expectations of the National Ed.D. Program for Educational Leaders as a representation of applied field research resulting in educational improvement.

Ron Newell, University Representative

Ronald G. Newell — 4/4/95

signature — approval date

Abstract

Study Groups for School Restructuring

In July 1993, the Pennsylvania Department of Education revised the regulations guiding state assessment of school districts, educational curriculum, graduation requirements, student assessment, and the planning process school districts use to guide educational delivery. They gave permission to restructure, refocus, and align the system. Strategic planning, student mastery of performance-based learning outcomes, authentic assessment, redesigning the curriculum, grading, scheduling, even the essential purpose and mission of public education became unfrozen and open for change. In response, a year-long project to lay the foundation for school restructuring was collaboratively designed and coordinated by the director (the writer) of the Western Regional Professional Development Center (WRPDC). The inextricable link between professional development and systemic change was implicit in the formation of Leadership Study Groups to build readiness for school restructuring. This paper describes the process and content from a case study perspective focused on the conditions that contribute to successful change efforts: individual beliefs and professional growth, learning the knowledge base, working in collaborative teams toward cc-discovery, reforming culture, and providing the necessary system supports.

Leadership Study Groups were composed of administrators and teachers from 11 participating school districts. The content and process focused on developing the knowledge, skills, and beliefs necessary to become leaders of school restructuring. Participants worked collaboratively, became facilitators, expanded roles, completed complex assignments, learned new knowledge, and developed positive beliefs about the potential changes.

A cultural analysis, local demographic studies, a strong research base for staff development and organizational change theory, and application of multiple assessment measures provided the theoretical basis for planning, delivery, and findings. Formative evaluation measures were used to guide the process and delivery of the training, along with ongoing process design. A summative questionnaire examined the outcomes and benefits to the individual participants and their districts. Reflective writing collected from participants, discussions, agendas, meeting notes, training materials, products generated, and participant-observer notes provided confirmatory data.

This paper describes how and why the WRPDC Leadership Study Group prepared some school district participants for school restructuring, what results occurred, with whom, under what conditions, with what training, and with what support.

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Chapter 1

Problem and Problem Background

Introduction

When the Pennsylvania State Board of Education revised the Chapter 5 requirements guiding public education, permission was given to school districts to restructure schools. The challenge to the Western Regional Professional Development Center (WRPDC) was to develop and implement an on-going plan to provide leadership training, relevant content, technical assistance, materials and resources, evaluative criteria, and processes to assist 11 school districts to meet the new state guidelines. The content of Chapter 5 and the differences between the expectations and current practice is described in this report. A brief history of the WRPDC and its role is provided. A description of the participating district demographics, personnel, resources, and entry level practices follows. Literature on individual and organizational development, the role of culture and beliefs in systemic change, and elements of effective staff development models that were the theoretical basis for the intervention are covered. A detailed description of the planning and development process, the materials and resources provided, the content of the training manual and study group assignments are reported along with the processes modeled and promoted. The use of formative evaluations, the evaluative criteria, and the plan for the project follow in subsequent chapters of this document. Evaluation

results are presented and results are followed by a final discussion section.

State Requirements

In 1993, the Pennsylvania Department of Education (PDE) and the State Board of Education revised Chapter 5 (Title 22-Education, 22 Code Ch 5) of the state code that mandates the way the public educational system will deliver, assess, and integrate content of student learning. The revisions to Chapter 5 call for major shifts in how schools can be organized and function to meet the newly adopted student learning outcomes (Chapter 5.202) and ensure success for all students. School performance in math, reading, and writing, rather than individual student performance, will be assessed through the Pennsylvania School System Assessment (PSSA) Plan (Chapter 5.232). Vocational-technical education must be integrated with regular education (Chapter 5.203 c 1-9).

Under Chapter 5, instead of the traditional long-range plan, all school districts must submit a 6-year strategic plan that is developed collaboratively by administrators, teachers, students, and community members (Chapter 5.203). New regulations give greater control to local schools, expand parental rights in the educational process, create goals for quality education, define student learning outcomes, and define the strategic planning process each district must follow. Districts will generate a mission statement (Chapter 5.203 c) and district goals that are consistent with the student learning outcomes. The strategic plan will guide each district in the school restructuring process for the next 6 years, with one midpoint correction at a 3-year interval, and

will result in outcome-based educational practice in all of the 501 school districts in Pennsylvania.

Outcome-based education (OBE) is focusing and organizing all of the schools programs and instructional techniques on what we want the student to know and be able to do in the future and building a system to support that vision (Spady presentation, Harrisburg, July 1992). All students can learn, but not on the same day, and not in the same way, became the philosophy espoused by the Secretary of Education, the State Board of Education, and the Department of Education. The change was intended to improve the academic achievement of all students so they can compete for the jobs of the 21st century.

In addition to focusing on the academic goals, quality education in public schools should (Chapter 5.201 c) prepare all students to be (a) high academic achievers; (b) self-directed, lifelong learners; (c) responsible, involved citizens; (d) collaborative, high-quality contributors to the economic and cultural life of their communities; (e) adaptive users of advanced technologies; (f) concerned stewards of the global environment; (g) healthy, continuously developing individuals; and (h) caring, supportive family and community members. These common core goals will not be used as a basis for state assessment (Chapter 5.231). Self-worth, information and thinking skills, learning independently and collaboratively, adaptability to change, ethical judgment, honesty, responsibility, and tolerance are common core goals.

There are nine academic quality goal areas (Chapter 5.201), and each one has student learning outcomes: communications, 9; mathematics, 7; science and technology, 8; environment and ecology, 4; citizenship, 9; arts and humanities, 4; career education/work, 4; wellness and

fitness, 6; and home economics, 2. Achieving the student learning outcomes requires students to demonstrate the acquisition and application of knowledge and appropriate actions (Chapter 5.202 a). A school district's curriculum shall be designed to provide all students with focused learning opportunities needed to attain these outcomes. In addition, school districts shall develop outcomes to be attained by students at transition points from one organizational level to another and are invited to add their own outcomes at any level (Chapter 5.202 c). There are four critical transitional or benchmark levels, primary, intermediate, middle, and high school. School districts shall develop standards for assessing the attainment of the outcomes (Chapter 5.202 c) and develop the strategies to attain them.

School performance in reading, mathematics, and writing will be assessed by the state at key intervals, and the results must be released to the public. Each district will participate in the PSSA assessment prior to developing their strategic plan.

Planned courses to be offered and the instructional practices to be used in order to strive for the academic goals and student learning outcomes must be part of the strategic plan. Schools must document the relationship among goals, student learning outcomes, and planned courses. Multiple outcomes may be integrated into a single planned course, and learning outcomes may be achieved through instruction in multiple planned courses. The barriers and boundaries of subject areas and courses are removed and allow for more articulation and realignment toward meeting student learning outcomes. Clear-cut subject areas, scope and sequence, and the traditional planned courses cannot just be retitled and maintained.

Carnegie Units, or the number of hours in each subject area that each student is required to complete, have been dropped as the official required measurement for high school student graduation. Carnegie Units were replaced with 53 new student learning outcomes (Chapter 5.202). Students will be required to master the 53 student learning outcomes, meet graduation requirements (to be developed), and complete a special project in order to graduate. The first group of students who will be required to demonstrate achievement of the student learning outcomes in order to graduate will be the students in the class of 1999 who attend high school in one of the 170 Phase I school districts. School districts will enter into the process in three waves or phases. School district strategic plans will cover the steps the district plans to take, their sequence, and structure in order to deliver outcome-based education.

Analysis of Needs

As a result of the revision of Chapter 5, school administrators, faculty, and the community must become familiar with strategic planning, outcome-based education theory and practice, and performance assessment. Educators are expected to learn how to design and align new curricula with appropriate and varied instructional methods and to use assessment techniques that enable students to demonstrate mastery of the student learning outcomes.

The tasks of redesigning the purpose and implementing changes of this magnitude are further complicated by many other factors, internal and external. Internal factors include the culture of each school and district, history of past practice, the tightly bound schedule of school

space and time, the practices of grading and grouping, school budgets, staffing patterns--the whole system. The "mental model" of what public schools do, how they do it, and why they do it is open for change. These changes cannot come without vision. Ten years ago, if you talked about vision, they took you away in a white coat. Now, if you don't have a vision, they won't even talk to you (Anonymous, National Center for Educational Leadership). Restructuring is easy, rethinking is the hard part. Schools are arranged to meet the needs of schools, not students. How do educators organize to best serve the kids? If not periods, bells, bell-shaped curve, separate subjects, then what? It takes the entire village to do it. Every stakeholder or person in the community must be involved in rethinking. Complex change is an ongoing process. When and how does this rethinking occur and who designs and leads the long-term process?

Internal and External Factors

Internal factors that emerge in dealing with the new Chapter 5 revisions, the restructuring of public schools, are extremely complex. External factors both drive the need for change and complicate it more. To further complicate the process, social, economic and political changes place more students in jeopardy and limit their ability to learn, limit the funding for public education in some Pennsylvania demographic/geographic settings, and reduce the support for funding even basic education. Some of these factors documented in the Demographic Report for Strategic Planning (1993) are:

(1) Higher unemployment and underemployment that resulted from the closing of the steel mills, coal mines, and other industrial companies

resulted in a decline in the economy...Two-thirds of all poor families have at least one worker.

(2) Funding for public services has decreased due to the loss of the industrial and personal tax bases.

(3) The 1990 Census data shows an increase in the number of students and families living in poverty. Thirty-three percent of all families headed by someone 25 or younger were living in poverty in 1986, a rate almost twice as high as it was in 1967, and three times higher than the national average. Rural areas displayed the highest poverty rates for most racial and ethnic groups. Rural schools have a greater impact on the social and economic activities in their communities than do urban schools.

(4) The social, emotional, housing, and health problems that are concomitant with poverty impair student learning. There are interlocking effects of deprivation (Hodgkinson, 1988).

(5) Rural areas experience slower rates of economic recovery resulting in a widening economic and social gap between rural and urban areas. Seven out of 8 new jobs are in the metropolitan areas.

(6) Family structures have changed from the traditional two-parent model to "blended families" and to single-parent families. In 1955, 60% of the households in the United States consisted of a working father, a housewife mother and two or more school aged children. In 1985, it was 7.5 %. In 1990, only 4% of families followed that configuration.

(7) More women are working to support the family and there is a reduction in available parenting time. By 1995, there will be 14.6 million children under 6 years of age with working mothers.

(9) Pennsylvania is experiencing a decline in the number of young people to enter the work force combined with out-migration of high-earner workers. The number of high school graduates in Pennsylvania has decreased from about 170,000 in 1980 to about 130,000 in 1990. It also shows that this decrease has paralleled the decrease in the size of the number of Pennsylvania youths in that age cohort.

(10) Pennsylvania is second in the Nation in the number of elderly people. An increase in the elderly population requires higher expenditures for health care and other public services.

(11) The number of taxpayers with students enrolled in school has declined. They receive no direct benefit from public education. Only 27% of the population actually have students enrolled in school. The proportion of voters with school-age children has decreased. The proportion of voters without a direct personal interest in school, child care, or health care needs of children has increased. New demands for public services for children and youth have increased at the same time that political leverage on their behalf has declined.

(12) Research that shows that the top 30% of students faired best in public education and their success was deeply linked to socio-economics (The Forgotten Half, 1988).

For a state that must strengthen its productive workforce more through education than through population growth, Pennsylvania cannot afford to neglect any students. The future rests with our ability to create equity in opportunity for education and employment in a declining economy. The Pennsylvania Department of Education responded to these demographic shifts with the Chapter revisions to restructure public education.

The official permission by the state to reform public education has "unfrozen" the system. .In Pennsylvania, the meltdown caused by the public response to Chapter 5 revisions has resulted in turmoil that still may derail the whole process. Some of the factors and issues that developed involved groups or organizations described in the media as "Christian Fundamentalists." In public debates between their representatives and PDE, issues that only remotely related to the process or student learning outcomes were hotly debated. Most of the conflict focused on "character" or attitudinal aspects of some learning outcomes, allegations of secret state data banks of information that might be used inappropriately, the lack of supportive data to demonstrate that outcome-based education (OBE) is better than the current system, and concern about tax increases. Specifically, claims were made that schools would be recruiting homosexuals through the implementation of student learning outcomes that promote tolerance. Local churches waged campaigns to save the souls of students from the inherent dangers in schools. The lack of accurate information about the planned school reform resulted in confusion, distortion, and polarization in some communities.

Without the strong leadership of well-informed administrators and the professional development of well-informed teachers and community members, the system will remain the same or become increasingly destabilized, regardless of the Chapter 5 revisions or what is submitted to fulfill state requirements for a strategic plan. Without instituting time for dialogue, reflection, study, planning, and professional development, these state reforms will not become a reality.

The school system can be restructured to serve and involve students, educators, itself, as well as society. "There is nothing about schools that can't be fixed," said Fernandez (1993, p. 5). It cannot be fixed by mandate but can be guided and aided by legislation. States that give permission for change will see change. Schools can be rearranged in powerful ways with dramatic results. Commitment to change over time through collective action will bring results. The question was, "How do we get there from here?"

Local Response

In order to assist districts in meeting Chapter 5 regulations, the Western Regional Professional Development Center (WRPDC) Director and Steering Committee, along with ARIN Intermediate Unit staff initiated the Leadership Study Group project in May 1993. This paper describes the process and content of the collaborative model project designed to prepare school districts for restructuring to meet the new regulations.

Through presentations to superintendents, discussion among district representatives at the WRPDC (description follows) steering committee meetings, and informal surveys, it was established that at the time of the initial project planning in May 1993, only two districts had taken any steps to formally provide information to administrators, faculty, or community members; to begin planning to meet the new requirements; or to take initial steps toward strategic planning to meet the new Chapter 5 revisions.

According to the revisions, school districts will be phased in over a 3-year period. Those in Phase I must produce and submit a strategic plan by September 1994. Only one participating district was in Phase I

and it has been granted an extension. Five districts are in Phase II, and their plans will be due in September 1995. Five districts are in Phase III, and their strategic plans are due one year later. The two participating vocational-technical schools must base their strategic plans on the plans developed by their feeder schools, so they will be the last to phase into the process.

This state time frame allowed for one year to lay a foundation for change to assist 11 school districts to meet the Chapter 5 requirements. This year's plan would focus on the process of building "readiness" for change. The entities involved in the project, the specifics of the plan that was developed, the materials and training provided, and the initial results will be documented in this report.

Center Role

The WRPDC is one of nine Teacher Leadership Centers funded by PDE. WRPDC serves 55 school districts in nine counties in rural western Pennsylvania. These school districts comprise the territory of three intermediate units which are regional education service agencies. This project was piloted in ARIN Intermediate Unit and the primary agent in this project was the center director, author of this report. During the initial planning and implementation phase, the WRPDC was staffed by a half-time director and a part-time secretary.

Budget

The budget for the study group project was approximately $40,000, which covered all materials, partial substitute reimbursement, presenter fees, meals, and partial staff salary. The total center budget was

$166,000, and funding was split among the three intermediate units. These funds also covered the WRPDC regional and state projects, such as an annual regional teacher leadership conference, administrator training, the state leadership conference, publication of the Pennsylvania Journal of Teacher Leadership, as well as all training in the other two intermediate units.

To plan and implement the Leadership Study Groups, the director created a cadre of technical resource people, developed materials, designed a process, and selected scheduled products to help districts to develop readiness for restructuring, the first step. The design of this transition process is based on the readiness, planning, training, implementation, and maintenance (RPTIM) model for professional development (Wood, Thompson, & Russell, 1981). This project will assist districts in strategic planning, aligning outcomes to curriculum, instruction, assessment, professional development, and other related topics over a period of years. The process will be ongoing and articulate district strategic plans with state regulations. Through participation in Leadership Study Groups, members will be exposed to the knowledge, skills, and attitudes to enable them to lead their district in the change process.

Training Review

During the past 4 years since the center was founded, WRPDC has provided intensive year-long training in cooperative learning, critical-thinking skills, reflective peer coaching, reality therapy, and student learning styles and strategies to small segments of educators. In addition, leadership training has included communication skills,

facilitation techniques, and decision-making models. Model district presenters, rather than outside experts, have presented workshops on systemic change at the annual regional leadership conferences. Center directors, Department of Education staff, intermediate unit personnel, and school district representatives have collaborated on local, regional, and statewide projects. A growing number of teachers have benefited from participation in training. However, few major district-wide curricular or instructional change initiatives have been implemented and sustained over time. Several reasons for this have been identified. They include two primary factors: lack of administrator or system support for developing and sustaining new initiatives, and lack of time and opportunity to share training and resources with other teachers. Individual teachers may have continued to practice new techniques in their classrooms behind closed doors, but the new techniques were not supported or sustained by the system. The need for more involvement with administrators in WRPDC became a critical factor along with developing ways to provide ongoing support. The combination of research, experience, critical need, and state revisions required development of a major professional development project with key elements that could be sustained over time. More about the use of the Leadership Study Group Model and its focus, function, and outcomes will follow in the methods chapter of this document.

Chapter 2

Culture and Setting

Demographics and Culture

In order to understand the setting, the participants, and the strengths and limitations that influenced the project, a demographic profile based on 1990 census data, district and intermediate unit documents, and representative reports was developed and compiled by the center director. The Demographic Report for Strategic Planning (1993) served as a source book for this setting description of local demographics and was used by constituent groups to create a common knowledge base and perspective. Earlier in this document national and state demographic trends that influenced the Department of Education were cited; this section deals with some of those common elements and brings out the severity of economic impact in the two counties involved. The following profile is a generic description of local districts at the start of the project in 1993.

All 11 participating school districts are in primarily Armstrong and Indiana Counties in central, western Pennsylvania. In Pennsylvania, the rural population is 31.1%, but Armstrong County is 85% rural and Indiana County is 79.1% rural. Out of 67 counties, they both rank in the top 5 for unemployment. During the past five years, two of the top ten employers in Armstrong County closed their doors. In Indiana County, only one coal mine remained open. There has been a significant

decline in the economy resulting from severe unemployment and underemployment. The number of students and their families that are living in poverty are reflected in this income comparison of median household incomes: In Pennsylvania, $34,856; in Armstrong County, $27,024; and in Indiana County, $27,893. In addition to lower median family incomes, per capita and median household incomes are also lower than state income rates. Census reports on public assistance, medical assistance, and food stamp rates are higher than the state rates. Free and reduced price lunch rates are higher. Median housing values and median rents are below the state rates. The demographic report documents the poor economic status in the region.

According to Hodgkinson (1988), poverty is the single most significant factor in school failure. The social, emotional, housing, and health problems associated with poverty significantly impair student learning. The same changes seen nationally and statewide are seen in this region. Armstrong and Indiana counties see changes in the family structure and the number of working women supporting the family. These families are the working poor. Education is the largest single category of employment among taxpayers in both counties, followed by health care worker.

In addition, Western Pennsylvania has a long-term history of low educational attainment, and a low value has been placed on higher education. In Armstrong County, only 5.1% of adults have a bachelor's degree according to 1990 Census data; Indiana County is slightly higher because of Indiana University. Over 75% of the residents of Armstrong County have a high school degree or less. In board meetings, the average community member expressed more concern about high educational

costs than quality education for all. There is no strong local voice for educational restructuring. Indeed, many of the local districts experienced incumbent board defeat in recent elections and the "fundamentalist" or "taxpayer league" movement is growing. They are in direct opposition to school reform efforts and have destabilized the board governance process in several districts.

All but three of the districts are categorized by state descriptors as small, poor, and rural. Two districts are large and poor. According to the Pennsylvania State Education Association, most of the local educators have over 20 years of experience and are close to retirement (PSEA Report C8SR050A, 1990). There is no history of systemic change other than school mergers and the scars from these mergers remain issues in some communities. Decision making follows the traditional authoritarian, hierarchical structure. No school has officially moved toward site-based management. There is a general absence of joint planning time for teachers and/or administrators. Many districts have poor internal communication among educators about education itself. Teacher isolation has been breached among a cadre of teachers that have actively participated in professional development, but teacher isolation remains common. There are few examples of collaborative planning beyond textbook selection and the development of the planned courses required in the past.

No mission or vision statement exists within nine of the district study groups. Only two districts have formulated a district mission and have entered into the strategic planning process, one is ahead of their scheduled phase. No strategic planning experience has occurred in the other nine teams. No alternative scheduling has been adopted by any of

the districts. Open discussion of espoused philosophy or future needs of students is just beginning to emerge. The history of articulation among improvement initiatives is limited and improvement efforts are somewhat fragmented.

ARIN Intermediate Unit initiated a (non required) strategic planning process and is implementing action plans. The WRPDC has a strategic plan, mission, philosophy, beliefs, and revises goals annually. WRPDC practices shared decision making, shared governance, and shared fiscal support. ARIN Intermediate Unit and the WRPDC have been the primary sources of professional development in these districts for the past few years. The traditional model of one or two inservice days provided annually to all teachers simultaneously by an outside expert with no follow up has served as the model for inservice until recently. New practices in staff development initiated by WRPDC in 1992 now model year-long training, develop and promote local experts, use formative evaluation, and maintain ongoing support.

Without the state mandates, there would be little local incentive to examine the educational system and to restructure schools. The arena is unstable and funding for change initiatives is limited. No district has a line item for strategic planning and professional development expenditures, but all districts must have a professional development plan as required by the state (Act 173). Local districts are severely limited in central office staff to plan and coordinate change initiatives. Most districts are limited to a superintendent, four districts have an assistant superintendent, and one also has a half-time staff development coordinator who serves 530 teachers. Staff development is most often the responsibility of a building principal.

Please forgive the use of the collective personal pronoun and the repetitive use of we, it is intended for impact throughout the following sections. We now have State PDE permission and encouragement to shift from lecture and drills to work with real-life meaning and to real products that benefit the community and the school. We do not have to allow the same amount of time for each subject area or to segment learning into discrete areas. We can solve real problems in the community rather than require pages of drill problems. We have official permission to end the grading curve--a method that ensures failure of some students. We have permission to end tracking--a method that led to one third of our students to lifelong economic limits. We do not have to teach everything we used to teach--a method that has led to coverage without understanding. We know we can provide more time for students who do not get it the first time by providing them with different learning opportunities, not more of same one they did not understand before. We can expand our instructional techniques. We can acknowledge different learning styles and assess learning in different ways. We can team teach in multidisciplinary classes. We do not even need to use textbooks. We can use real world sources of knowledge and experiences. We can build a recycling center to embed an understanding of ecology, environment, economy, and business management simultaneously. We can really build it and learn everything from computer assisted design CAD), through construction and ongoing building maintenance. We just need time to plan and work together to make change, ongoing professional development, shared purpose, and strong leadership with the vision and skills to make it a reality.

Schools control the conditions of success for students and the system itself. The system controls the supports and structures for the following: (a) where we place our instructional focus; (b) how long, and how often, and when we provide time for learning; (c) what learning we expect and from whom; (d) how we reward learning; (e) how we design and organize the curriculum; (f) who teaches what; (g) how we assess learning and what grading system is used; (h) how we group and credential students; (i) how much of what is taught is tested; and (j) how much of the curriculum matters in the long run and can be used in real life.

No system-wide change can happen unless we believe it is possible, worthwhile, and beneficial. Our fundamental beliefs about what we do each day as educators and how we function as a system are in flux. Some beliefs that now impair us are (a) that success in school depends on individual student ability, (b) ability is unevenly distributed, and (c) ability is unalterable. If you believe that all students can succeed, you are right, and the system can operate to ensure this. If you believe that only some students can succeed, you are right, and everything you do will ensure this. The human beliefs and systemic functions that allow for all students to succeed are radically different. These differences lead to conflict among people and with the system itself. This conflict is essential to change. In conflict there is opportunity, an oasis in the desert of status quo.

The challenge of providing the staff development for the 11 school districts in this pilot study, with all of the inherent limitations, might seem impossible to meet. The limited staff and budget, the lack of directly applicable state-related models to adopt, the "moving

target" of requirements that are still being challenged by the fundamentalist groups, the entry level skills and knowledge base of the participants, and the regressive local culture present a complex arena for change. It is this writer's belief in human potential, the desire to improve ones environment, and the potential desirable outcomes for students, educators, and society that drove this attempt to meet the challenge.

Strong leadership/facilitation skills, a solid research base, consistent application of research and theory, modeling the desired changes in all aspects of project delivery, and constant monitoring of the process became the "modus operandi." The next chapter deals with the research and literature that formed the basis for the Leadership Study Group Project.

Chapter 3

Review of the Literature

The theoretical basis for the design of the Administrator/Teacher Leadership Study Group Model applied to school restructuring emerged from several interwoven strands of research. Three major areas, individual and organizational growth, the role of culture and beliefs in systemic change, and effective staff development models became the primary areas for investigation. This knowledge about personal, professional, and organizational development could not be applied without attention to adult learning theory and adult career stages related to the local participant population.

The role of the culture and beliefs in the context of organizational restructuring was examined. Without a change in culture and beliefs implementation of Chapter 5 could remain a complex and distant vision from participant entry level experiences. Most participants had little experience with the processes and practices that could lead to effective schools. These practices included shared decision making, collegial study, and use of facilitation skills. Process models that support collaborative change such as team building, dialogue, participant ownership and involvement recurred often in the literature review. The critical element of system support for the ongoing, long-term process was modeled by leaders who participated in training. Planning was based on the integration of all these strands of

research. These elements influenced the foundation and structure of study groups that were developed to attain and sustain organizational and individual growth that could lead to school restructuring.

Literature of the Problem Field, Context, Solutions, and Perspectives

Individual Growth and Organizational Development

"The key to the renewal of our people, thus the renewal of our organization, is our own self-renewal" (Oakley & Krug, 1992, p. 164). Because the local district representatives serving as Leadership Study Group participants had many years of experience in public education, adult career stage theory was addressed in planning and delivery. Life-cycle research regarding teachers' professional life-cycles reported by Huberman (1989) describes the two primary age groups involved in this project. Most participants in district teams would fall into either the 12-20 years of experience and 32-45 years of age category that is involved in "stock-taking" interrogations at mid career, or the 26-33 years of service cluster, described by Huberman as seeking "serenity" and affective distance. In the mid career stock-taking phase, one conducts an assessment of one's achievements at work, of one's social relationships, and of one's emotional self more generally. "Having been through 15 yearly school cycles, one imagines easily that the next 15 years are unlikely to bring any major changes; one observes that many older colleagues have lapsed into stagnation or cynicism; one confronts pupils who stay perennially young while one sees oneself as aging" (p. 356). In more recent empirical work, the profile for teachers with 20-30 years of practice has many of the same characteristics (e.g. Lightfoot, 1985; McDonald & Walker, 1974; Prick,

1986; Rempel & Bentley, 1970; cited in Huberman, 1989). "Generally, the level of career ambition decreases, as does the level of investment, but the perception of confidence, effectiveness and serenity appears to compensate for it. One no longer feels one has to do something important to 'prove' oneself or to others, and one reduces the gap between one's career goals and one's achievements by setting more modest objectives for the coming year" (Huberman, 1989, pp. 252-254). "Teachers tend to become more narrow, conservative, restrictive, and work in isolation. They are not future oriented, and are more individual rather than collectively oriented" (Lortie, 1975, p. 172).

Teachers suffer from what Lortie (1975) called "more of the same syndrome." Teachers have a built-in resistance to change because they believe that their work environment has never permitted them to show what they can really do. Many proposals for change strike them as frivolous--they do not address issues of boundedness, psychic rewards, time scheduling, student description, or interpersonal support. He recommended that people interested in change should take such beliefs and preferences seriously, for they reflect firsthand experience (p. 235). He went on to say, "When the outcomes of group efforts have consequences for individual participants, a premium is placed on learning how to work effectively with others, how to select an effective leader, and so on" (p. 237).

Judy-Arin Krupp (1993) on individual growth states, "We can become as ready as possible to handle unpredictable change by being lifelong learners who willingly unlearn and relearn, remaining flexible, knowing and liking ourselves, nurturing and utilizing a support system, and using each transformation as a learning experience" (p. 3). This can be

done if you "work continuously on knowing and respecting yourself--your values, beliefs, feelings, and thoughts--so that you can change in a manner well-suited for you" (Krupp, 1989, pp.44-57).

According to Deming, "The prevailing system of management has destroyed our people. People are born with intrinsic motivation, self-esteem, dignity, curiosity to learn, and joy in learning." He cited a "profound mismatch" between the individual and primary function of institutions--to control. Instead of control, the job of management in education, industry, and government should be the optimization of a system. Participants should be less like controllers and more like colleagues and collaborators. This concept shift was supported by Shanker (1990), Goodlad (1984), Kearns and Doyle (1988), in Blanksteins' (1992, pp. 71-74) analysis of Deming's philosophy. Ninety-four percent of the problem in any organization is the system, said Deming..

In order to plan for individual growth, an investigation into what is known about adult learning should be reported here. Research on adult learners has indicated that they are far less tolerant than children and express the need for space and comfort in the learning setting. Adults have a strong need for autonomy and are self directed learners. They must have a voice in planning and will not listen until they are heard. Adults value active learning and focus on the process. The process preferred targets a problem orientation with the use of role play, simulations, and modeling. Adults tend to stay within psychological safety zones. Different learning styles and varying stages of readiness affect adult learning. Adults prefer self-evaluation and look for specific, immediate feedback. Support, time, and collaboration are valued by adults.

Culture and Beliefs

"If you don't change the culture of a school, you don't change anything. But culture is the hardest thing to change because we are the culture" (Holly).

In relationship to culture, which includes the way members of a group think about social action and what encompasses alternatives for resolving problems in collective life, cultural shifts could focus on increased options in curriculum, grading, schedules, personnel patterns, as well as increased educational evaluation. A primary focus on increasing the knowledge and skills of educators is the core of cultural change. Schools need strong mechanisms of collegial action in order to change (Lortie, 1975, pp. 216-225).

Lortie (1986) argued that when teachers perceive that they can participate in important school-level decisions, the relationship between the extra efforts required by school improvement and the benefits of these efforts becomes clearer. Following this argument, he recommended that schools be given relatively little detailed supervision, but be monitored instead for results based on explicit criteria.

Darling-Hammond, Wise, and Pease (1983) reported context-specific strategies for improving teaching and professional development to meet educational goals, organizational needs, and evaluation purposes. At the individual level, change relies on the development of two important conditions within the individual: knowledge that a course of action is the correct one and a sense of empowerment or efficacy, that is, a

perception that pursuing a given course of action is both worthwhile and possible.

If the intent is to change the practices of those who teach, it is necessary to come to grips with the subjectively reasonable beliefs of teachers. It gives full weight to teachers' beliefs and intentions in assessing what they do and in guiding them in the formation of alternative beliefs about useful courses of action. This view assumes that teachers' behaviors are guided by their thoughts, judgments, and decisions (Shavelson & Stern). Thus, behavior change requires transformation of belief structures and knowledge in a manner that allows for situation-specific applications. Not only is information processing reliant on the teachers' beliefs, but the ways in which new knowledge or transformed beliefs are applied must be under the teacher's control (Darling-Hammond et al. 1983, p. 314).

According to Schein (1992), there are distinct differences in the ways that beliefs about individual and collective organizational needs must guide practices.

> ...if we believe or assume that problems are ultimately solved through individual effort and that individuals are the ultimate source of ideas and creativity, we cannot simultaneously hold the assumption that the best kinds of relationships between workers and organizations are collaborative consensual ones. If we believe that ultimately relationships between workers and organizations are either coercive or utilitarian there can never be a common interest between them, then we cannot simultaneously believe in participative management theories because these theories assume that workers want to contribute to the welfare of the organization. If a group assumes that the correct way to survive is to conquer nature (that is to manage nature aggressively), it cannot simultaneously assume that the best way for members to relate to each other is by passively seeking harmonious relationships (p. 140).

A review by Fuller, Wood, Rapoport, and Dornbusch (1982) of the research on individual efficacy in the context of organizations suggested that increased performance and organizational efficacy for teachers will result from several factors. Three factors related to this project are (a) convergence between teachers and administrators in accepting the goals and means for task performance (Ouchi), (b) higher levels of personalized interaction and resource exchange between teachers and administrators (Talbert), and (c) lower prescriptiveness of work tasks (Anderson). (cited in Darling-Hammond, 1983, p. 316).

Professional Development

Regarding professional development, Lortie (1975) recommended a broad spectrum of diversity tied to vision, not adherence to petty norms. "Vision can be formed through occupational conversation, to move attention beyond the academic year and to develop collective strategies to influence greater identity change" (p. 184). Lortie identified the need for greater adaptability, more effective colleague relationships, and more sharing of knowledge and expertise. "Enlightened leaders know that the hearts and minds of their people can be won when they are working toward a purpose they find worthwhile, are involved in planning and decision making, and feel appreciated by leadership" (Oakley & Krug, 1992, p. 183). This echoes Weisbord's (1987) identification of respect and dignity, work with meaning, and a sense of community as the key elements of the productive workplace.

According to Sparks and Loucks-Horsley (1989), involvement in a development/improvement process is one staff development model that can improve student learning. Their research influenced the design of study

group project in which teachers were asked to engage in systematic school improvement processes that had as their goal improvement of classroom instruction and/or curriculum. The learning was acquired through reading, discussion, observation, training, and/or trial and error. In fact, their research shows that the process of participating in a project and developing a product in itself may cause significant learnings.

This Sparks and Loucks-Horsley model (1989) was based on three assumptions: (a) adults learn most effectively when they have a need to know or a problem to solve, (b) people working closest to the job best understand what is required to improve their performance, and (c) teachers acquire important knowledge or skills through their involvement in school improvement or curriculum development processes. Such involvement may cause alterations in attitudes or the acquisition of skills as individuals or groups work toward the solution of a common problem. For instance, teachers may become more aware of the perspectives of others, more appreciative of individual differences, more skilled in group leadership, and better able to solve problems. Glatthorn recommended that activities be done in groups, believing that, in doing so, teachers will share ideas about teaching and learning in general, as well as on the development task at hand (In Sparks & Loucks-Horsley, 1989, p. 46).

Research does identify ingredients for effective processes: (a) commitment to the process by the school and building administrators, which includes giving authority and resources to the team to pursue and then implement its agenda; (b)development of knowledge and skills on the part of the teacher participants; (c) adequate, quality time to meet,

reflect, and develop; (d) adequate resources to purchase materials, visit other sites, and hire consultants to contribute to informed decision making; (e) leadership that provides a vision, direction, and guidance, but allows for significant decision making on the part of the teacher participants; and (f) integration of the effort into other improvement efforts and into other structures in the school. When these factors are present, a limited amount of research data and a great deal of self-report data indicate clearly that the desired outcomes of staff development are achieved (Loucks-Horsley, 1987, p. 48).

In the organizational context, Sparks and Loucks-Horsley (1989) address the organization's responsibility to define and meet changing self-improvement goals based on both individual and organizational development. Effective organizations have the capacity to renew themselves continually and to solve problems while individuals grow. In organizations where staff development is most successful, five factors are cited in the research:

1. Staff members have a common, coherent set of goals and objectives that they have helped formulate, reflecting high expectations of themselves and their students.

2. Administrators exercise strong leadership by promoting a "norm of collegiality" minimizing status differences between themselves and their staff members, promoting informal communication, and reducing their own need to use formal controls to achieve coordination.

3. Administrators and teachers place a high priority on staff development and continuous improvement.

4. Administrators and teachers make use of a variety of formal and informal processes for monitoring progress toward goals, using them to

identify obstacles to such progress and ways of overcoming these obstacles, rather than using them to make summary judgments regarding the competence of particular staff members.

5. Knowledge, expertise, and resources, including time, are drawn on appropriately, yet liberally, to initiate and support the pursuit of staff development goals.

No less important is the organizational culture. Little found that effective schools are characterized by norms of collegiality and experimentation. Fullan reported that the degree of change is strongly related to the extent to which teachers interact with each other and provide technical help to one another. Miles found that teacher/administrator harmony was critical to the success of the improvement efforts, but that it could develop over the course of an improvement effort (cited in Sparks & Loucks-Horsley, p. 52).

Researchers interested in school effectiveness and the change process have studied the implementation and consequences of specific programmatic reforms (Elmore, 1978; McLaughlin, 1978; Popkewitz, 1982). The focus on school culture and theoretical models of organizational behavior offers useful lenses for understanding forces that occur during periods of change in schools. These constructs allow us to see the strong and complex relationships in the fabric of institutional life that must be understood during the change process. These perspectives also allow us to see, in retrospect, what went awry that must be understood if future change is to be effective (Bolman & Deal, 1984; Popkewitz, Tabachinick & Wehlage, 1982).

Among the first of many influential voices advocating attention to school culture, Sarason observed in 1971 that "many people having a role

in or concerns for educational planning and change possess have no intimate knowledge of the culture of the setting they wish to influence or change" (p. 8). Indeed, numerous studies of school improvement efforts demonstrate the power of organizational culture to shape the reform in the context of school settings (Berman & McLaughlin, 1978; Sarason, 1971; Popkewitz, 1982). These studies indicate that reform-minded persons must explore the specific cultural context of a school.

Current models of organizational behavior allow us to see how the activity that produces culture within an organization occurs and is organized. These models allow the observer to view organizational processes as part of a cultural reality characterized by flux, ambiguity, conflicting goals, and uncertainty. Because culture has been identified as enduring and often resistant to productive change, these models are useful to the observer of school culture. They allow the observer to recognize the uneven nature of progress possible in organizations that may slowly affect the cultural norms. Pockets of resistance and/or innovation may occur, and culture is not monolithic (Herriott & Firestone, 1984).

Although cultural norms may appear to be universal human responses, the configuration of those norms is likely to reflect a specific setting. Culture is not static but rather an evolving, dynamic expression of shared values. Culture is a mutually causative construct. Group members may be influenced by the dominant culture of an organization. Events, individuals, and subgroups, in turn, have the capacity to influence the prevailing culture (Corbett, Firestone & Rossman, 1987). Although enduring, pervasive institutional change

occurs slowly over time, change within a loosely coupled organization may occur unevenly and spontaneously (Weick, 1976, 1982). Culture and behavior work directly on people's consciousness to influence how they think about what they do. School leaders can influence thinking about tasks and commitment and the kind of culture that promotes successful instruction.

Without the consent of the governed, hierarchical authority, generally, prompts resistance. Professional collegiality and opportunities to participate in decisions that affect one's work--characteristics associated with "healthy" school cultures are linked to development and implementation of varied approaches to improved student performance (Little, 1982).

According to research on school improvement by Loucks-Horsley and Hergert a team approach can help orchestrate leadership and support functions that can be shared by administrators, district coordinators, staff developers, teachers, and external trainers and consultants (cited in Sparks & Loucks-Horsley, 1989).

Regarding decision making, Lieberman and Miller (1986), a supportive context for staff development requires both a "top-down" and a "bottom-up" approach to decision making. It is also important to set common goals through a collaborative process. Collaboration, from initial planning through implementation and institutionalization, is a key process in determining these goals and in influencing lasting change Lambert; McLaughlin & Marsh; Wood, Thompson, & Russel (As reported in Sparks & Loucks-Horsley, 1989).

Study Groups

Some staff development and school improvement efforts fail because planners don't know or fail to apply what is known about getting people ready to change. Individuals who serve on the planning committee must have a knowledge base sufficient to support effective decision making during the planning process. Leaders must have a commitment to long-range implementation and they have to be able to work together as a team. Study groups can be used very effectively to establish readiness (Hirsh, 1992).

"Professional study groups take us back to the basics of learning. As faculties assume responsibility for their own learning, that of their colleagues, and, most important, that of their students, they will transform the culture of their schools. Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge and skills" reports Murphy (1992, p. 70). As the workplace becomes more congenial, communication improves and people work together more effectively. It is easier to better focus, articulate, and integrate change initiatives. Study groups have been used as the organizational mechanism for restructuring schools. When used as a framework for group problem solving, goal setting, and decision making, study groups can provide the process model.

Study groups demonstrate that learning and serious study with peers is continuous. Students see teachers as active lifelong learners. Matlin and Short (1991) reported that a pilot study group project that involved teachers, administrators, and a facilitator led to innovation. Teachers set the agenda, identified conflicts within their own belief systems and within the district, and addressed issues around teaching

and learning. Through study groups, teachers formulated views as a group and challenged instructional practices.

Organizing whole faculties into groups for continuous study can bring about school improvement. Study groups help us implement curricular and instructional innovations, collaboratively plan school improvement, and study research on teaching and learning. Improvement initiatives that are collaboratively developed are more likely to be better focused, articulated, integrated, and implemented (Murphy, 1992; Joyce, Wolf, & Calhoun, 1993). Murphy (1992) asserts that study groups should not be voluntary because school improvement is not optional. Volunteerism supports individual development, not organizational development, and individual rights should not hinder the organization's progress. Administrators can support the individual's influence on the content, and to some degree, the processes of study groups, while promoting the organizational goals. Without clear, visible, active support from district administrators study groups may not last or be effective.

"Efforts to change the culture of the school...require a magnitude of change in behavior and norms far more complex than we can presently imagine. Focusing directly on attempts to change the culture by involving all personnel in the study of change may cause educators to gradually work their way into a new culture" states Joyce (1989, p. 70).

School collegial groups that include building-level administrators can allow principals to learn from teachers, encourage teachers as decision makers, promote professionalization, flatten out the bureaucratic structure, and meet the criteria set for effective in-

service education (Achilles & Gaines, 1990). In Richmond County, Georgia over 100 district and school administrates were organized into 17 study groups, each having six members. Each study group was heterogeneously mixed so that superintendents, department directors, and principals shared equal status (Murphy, 1991).

Based on the literature presented, the use of leadership study groups for collaborative school change was selected for the model of staff development to be implemented the WRPDC. The literature confirmed the inextricable link between individual professional development, organizational growth, and systemic change.

Chapter 4

Methods

The WRPDC challenge to develop and implement an on-going project to provide leadership training, relevant content, technical assistance, materials and resources, evaluative criteria, and the process to assist 11 school districts to meet the new state guidelines is covered in this chapter. A detailed description of the planning and development process for the first year, the materials and resources provided, the content of the training manual and study group assignments, the processes modeled and promoted, the use of formative evaluations, and the evaluative criteria and plan for the project follow.

Planning and Development Process

The WRPDC, a teacher leadership center, practiced collaborative planning since inception in 1989. A governing board guided actions on the state and regional levels, and a steering committee at each of the three intermediate units provided local decision making. ARIN Intermediate Unit's 11 participating school districts each sent a representative to the regular steering committee meetings, along with a representative from the local university. Local district administrators and teachers served on the steering committee; they acted as liaisons between the WRPDC and the districts. The director (the author) provided overall coordination of the original center proposal design; project

planning and implementation; and leadership of center activities on the state, regional, and local levels.

In 1992, the nine teacher leadership center directors in Pennsylvania met with PDE representatives, the Secretary of Education, the Commissioner of Education, and the Director of the State Board of Education regarding the proposed Chapter revisions. The WRPDC hosted regional informational meetings regarding the proposed Chapter 5 changes in the fall of 1992. Those meetings were open to educators and community members throughout Western Pennsylvania.

The collaborative design of this pilot project formally began in May 1993. The steering committee of the WRPDC and district administrators attended a day-long presentation by a team from another teacher leadership center on the potential implementation of study groups to assist districts with strategic planning and Chapter 5 regulation changes. The steering committee studied the overall expectations generated by the Chapter 5 revisions and selected priorities for 1993-1994 school year, the first year of the project.

The knowledge, skills, and attitudes to initiate change and to develop a state of readiness in local school communities were targeted. School districts, building level performance, knowledge of subject areas, individual student performance, and graduation requirements would be measured quite differently under the new revisions, and therefore, new assessment trends became a major component of the project design. Training was delivered in five days throughout the 1993-1994 school year.

An internal ARIN Intermediate Unit team was formed to provide technical assistance, assist in materials development, and provide

specific training components. The team met intermittently to design and to coordinate planning and materials development during the year-long project. The steering committee of the WRPDC was involved in setting priorities and two local district teams were selected to present locally implemented projects on designing student portfolios and district writing assessments.

The two district teams were selected because they had developed significant projects that were in the process of being adopted on a building and district wide basis. The projects were teacher driven and served as collaborative models of teacher leadership.

The steering committee met following each training day to review formative evaluations, to discuss in-district barriers to implementation, and to indicate changes for future training sessions. The center director acted as the primary facilitator and ensured articulation internally and externally. Articulation of all components were carefully structured and monitored.

In June 1993, the director and two designated intermediate unit professionals attended the Association for Supervision and Curriculum Development training with Carlene Murphy, Director of Staff Development, Richmond County Public Schools. Murphy presented research on the formation, purpose, and coordination of study groups. During the summer, materials were developed, and additional trainers were contracted.

In September 1993, a memo regarding registration for Leadership Study Group was sent to local superintendents, vocational technical school directors, curriculum coordinators, and identified teacher leaders. Each district was invited to send a team of five teachers and

administrators. All 11 districts and both vocational technical schools agreed to participate along with a technical resource team from the intermediate unit. The 100% district participation rate was a rarely achieved "confidence level" indicator. District needs aligned with the project plan. It should be noted that two district superintendents did not agree with the leadership team approach and decided to send only one teacher representative who was instructed to report back to them, not to the district as a whole. The repercussions will be covered later.

Two implementation barriers identified in the past by local teacher leaders were lack of administrator/district support and no in-district joint planning or presentation time to share the knowledge and resources gained through training. The steering committee recommended that the project design address this problem strategically.

From inception the element of teacher and administrator teams was targeted as an important structural component. Elmore stated, (1992) "It is patently foolish to expect individual teachers to be able to learn and apply the ideas of current research on teaching by themselves. The very ideas underlying teaching for conceptual understanding are subversive to the standard organizational structure of schools. One cannot expect teachers, by themselves, to carry the burden of changing their practice and the structure within which it occurs" (p. 46). Individuals are expected to change without parallel changes in the system's capacity to support them.

The Leadership Study Group registration material indicated that districts were expected to send teams of teachers and administrators to the training sessions. In addition, district teams were given homework assignments to be completed by the team and presented during the

following session to the large group. Registration information included a commitment from superintendents to provide participants with a minimum of 2 hours of planning time every 2 weeks for the team to complete assignments in the district. Superintendents were also asked to provide communication assistance among the group members and to send a group that could make a commitment for the full year and subsequent years, should the project continue.

The aspects of teacher isolation and late career stages of development, low experience level in change initiatives, and local regressive settings combined with lack of resources to influence the multidistrict approach to planning. The presentations by local district teams of model initiatives demonstrated what could be done in a similar working environment and culture by educators practicing in a similar demographic setting. The intention to demonstrate the best collaborative practices through modeling facilitation skills at each session and embedding them in the assignments and report processes influenced the instructional models used. "We must be the change we wish to see in the world" said Mahatma Ghandi.

All Leadership Study Group members participated in networking with other district teams at the large-group sessions and internally within districts to complete assignments. People and tasks were linked in a multidistrict network, and training and processes were aligned with desired outcomes. Regular meetings helped to build collaborative professional relationships that were purposeful in planning and action. An arena for dialogue, collaboration, reflection, and exploration was designed. The theory, research, and regulations guided the knowledge base presented and the processes utilized. Technical support,

materials, partial substitute reimbursement for teachers, and limited financial assistance were provided to ease the fiscal burden on districts. The collaborative process served as a model for in-district implementation. Two products were designated for development by each district team--a district portfolio plan and an assessment plan.

Although not a primary component of this study group project, it should be mentioned that additional days of professional development were provided in October 1993 to support the overall concepts. District teams were invited to attend the annual WRPDC Leadership Conference at Slippery Rock University. Teams of educators from throughout the state presented exemplary models for school change that were designed and implemented by teachers. These sessions included an alternative school, secondary school alternative block scheduling, a portfolio design team, total quality management, and inclusion practices. The conference was attended by 120 regional educators.

Concurrently, administrator training for managing transitional change in an outcomes-based education environment was provided for 2 days to 40 regional administrators. The administrator training was provided by Dr. David Briggs, national expert on transitional change. Large group shared decision making, systems analysis, and developing vision were activities during these training sessions.

Outcomes

"Unless we get at the missing piece of making schools good places for teachers, they will never be good learning environments for students. Educational change depends on what teachers do and think. It's as simple and as complex as that" said Michael Fullan at the State

Teacher Leadership Conference in March 1993. This message from Fullan influenced the WRPDC governing board and steering committee members. It became a shared belief that influenced the development of the WRPDC mission and goals, as well as the outcomes for this training.

The following outcomes were established by the steering committee to guide the year-long project:

1. Develop a shared sense of purpose for focusing on meeting new state regulations for strategic planning and outcomes-based education.

2. Develop norms of collegiality and quality through collaborative planning, training, and product development.

3. Promote continuous improvement through ongoing study groups.

4. Use structures that promote teacher professionalism by involving them in planning, decision-making, and presentations.

5. Involve others in decision making through group process, consensus building, and ongoing, formative feedback.

6. Expand the capacity for innovation and change through structures and tasks that are articulated, address the "common good," promote ownership, and are supported by the system.

Participants could learn how to build a successful organization by creating long-term goals, shared vision, and a learning culture. Districts could increase productivity and improve outcomes by tapping into people's natural need to learn. Participants could model and teach study group strategies that create and sustain learning organizations. A sense of renewed personal and professional development could be sustained through collaborative work with meaning and high potential impact. "The person who figures out how to harness the collective

genius of the people in his or her organization is going to blow the competition away" said CEO Walter Wristen.

Materials and Resources

In a previous section on planning and development, the collaborative design process and people involved, their roles, and the factors that influenced the design were described. This section will focus on the supportive material and resources that were provided to participants. These included a training manual, supplemental readings, and material related to specific training assignments. The training manual contained PDE documents on Chapter 5, strategic planning, and assessment. In addition, a local Demographic Report for Strategic Planning and a Professional Resource Center catalog were provided to each participant.

The Demographic Report was initially developed (by the center director) for use by the ARIN Intermediate Unit in strategic planning. The content, based on 1990 census data, Chamber of Commerce reports, and national studies of educational issues was revised and expanded for this project. It included national, state, and local educational trends. The issues of minorities, the effects of poverty, dropouts, rural settings, economic downturn, and low local educational attainment were presented very early in the process. Demographics were used to help participants to form a common entry level picture and to decrease the attention to special interest groups. The intention of presenting the demographic profile was to form a common knowledge base and common concerns.

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The Professional Resource Center catalog (developed by the director) listed ARIN Intermediate Unit's collection to support professional and organizational growth. Books, videotapes, audiotapes, and manuals were collected during the preceding year to provide resources for educators in the 11 district service area. The content of the collection focused on organizational growth, leadership skills, management techniques, and curricular, instructional, and assessment models. One in-district homework assignment was designed to promote access to the collection, increase utilization, and affirm availability of high-quality, relevant material. Groups selected videotapes specifically related to the project at hand, viewed them as a group, had discussions, and submitted a review that was shared with the multidistrict group. The specific training manual content is covered in the following section.

Training, Manual, and Assignment Content

Research targeted changes in knowledge, skills, and attitudes to enable organizational change and for individual professional development. The following guide was used to design the training in organizational development:

1. Knowledge of the change process, varied examples of current practice, research findings, assessment alternatives, and characteristics of adult learning and development.

2. Skills to participate in and conduct team building--group dynamics, flexible, ongoing planning, articulation of core values, establishment of shared vision.

3. Attitudes to foster tolerance for ambiguity, empathy, risk taking, norms of collegiality, and perceiving change as an opportunity.

The following areas of professional development were targeted for individual growth:

1. Knowledge of assessment alternatives, learning styles, content and curriculum, and research on effective practice.

2. Skills to use instructional techniques, classroom management, classroom discourse, decision making, curriculum development, and coaching.

3. Attitudes that demonstrate reflective practice, empathy, flexibility, risk taking, efficacy, and lifelong learning.

Each participant was give a training manual at the first session, and packets of supportive material related to topics and tasks were added throughout the year. Much of the material was designed to be reused, to make overheads, and to share the knowledge with others. Initial materials included a description of the long-term project, team facilitation material, a guide to school district strategic planning, and a listing of resources and technical assistants for each step of the process. Each participant received copies of state student learning outcomes, the strategic planning guidelines for local schools, and the entire Chapter 5 text. In addition, critical elements were extracted and given in a format to emphasize and clarify. This material formed the critical knowledge base for meeting Chapter 5 regulations.

In addition, literature on study groups, the RPTIM model, and professional development were provided. Each study group member received forms to use for regular in-district study group meetings which included role descriptions, activities, and outcomes. Facilitators,

recorders, timekeepers, clarifiers, and reporters were rotating role titles throughout the study group project.

In-district assignments to evaluate a set of student learning outcomes were collected, reproduced, and distributed to the multidistrict group in conjunction with their presentation to the large group. Formative evaluation report summaries were given at each session with a response regarding adoption of recommendations or affirming known limitations.

One exemplary district administrator who served on the steering committee presented a model design for aligning curriculum, instruction, and assessment with outcomes. The Department of Education presented the state school assessment reading, writing, and mathematics handbooks for reference and comprehension. Dialogue and interaction was maintained along with the written materials.

The game, Making Change, was facilitated by steering committee members as a group learning activity. It provided an informal process to learn about the CBAM change process. Participants engaged in a culture interview and identified common beliefs about education, students, teachers, and administrators. Positive traits and leadership skills were identified.

Three full-day sessions focused on assessment, and much of the material was generated by a consultant, Dr. Robert Coldiron, former director of the state assessment department. Each session was tailor made to build upon the previous session, assignments, and formative evaluations. Materials covered the language, perspectives, importance, and future role of assessment. The assessment picture included state assessment and different types of student assessment; it culminated in

the development of the assessment component of each district's strategic plan. Alternative assessment models, criteria development, individual performance rubrics, and multiple purpose assessment tools were developed to align with student learning outcomes. Classroom assessment based on observation and judgment and a blueprint for developing performance assessments were presented through hands-on group activities.

Portfolio development played a significant part in the teaching and learning about new assessment measures because student portfolios are specifically recommended in the Chapter 5 revisions. Members of a model local district team presented material on their pilot portfolio project. As a follow-up assignment, the other district study groups analyzed the plan and made adaptations for local adoption. Formative evaluations showed that use of "local experts" was a significant factor in adoption of this assessment tool.

Educators worked on developing a personal grading plan, developing sound grading practices, and reacted to proposed competency standards in student assessment. Through a context analysis form, study groups performed a district analysis of readiness for implementation of new assessment practices. They identified strengths and barriers to implementation and maintenance of alternative assessment.

In summary, cultural aspects of the local districts were presented through the demographic study to form a picture of the community and district, activities were initiated to form common beliefs and align common vision that was much larger in focus. Educators moved out of individual classroom or district perspectives and into a broader arena that was full of challenge and potential.

Facilitation Processes

During the first day of training, all participants identified their mind styles through a Gregorc assessment tool. They identified strengths and limitations of each style, determined which styles were most difficult to work with, and let other people know more about the value of each style to enhance overall group performance. This activity was designed to alter personality style barriers and expectations, and to promote collaborative work.

The practice of shared decision making in group sessions and consensus building was designed to move from traditional educational structure toward democratic practice. Rotating leadership and facilitation roles and group processes gave every member a voice in the development process. Completion of the demanding assignments and the complex nature of the training required multiple, active participants with varied mind styles.

Team Building

In several of the districts, there was a history of adversarial relationships among administrators, faculty, and sometimes, the school board members. The lack of voice for participants in decision making, the history of teacher isolation, the lack of effective facilitation skills, and the lack of joint planning time were identified by steering committee members as critical barriers to effective development of shared vision and collaborative planning. The development of a group process approach was critical to build collaborative relationships.

Study Group Plan Summary

Specific training provided at ARIN Intermediate Unit by the WRPDC for the district Leadership Study Group members addressed this content: the Chapter 5 revisions, student learning outcomes, the concept of study groups, aligning outcomes with curriculum and assessment, group facilitation, and leadership skills. In the future, members will develop recommendations to aid each district's strategic planning committee. For this first year, content and assignments focused on assessment, including state assessment; new assessment techniques and theory; and developing the assessment component of the strategic plan. Each study group was trained to develop sample portfolio guidelines. This process served as a model or pilot for in-district study groups that will evolve during the decade of transitional change.

Each WRPDC Leadership Study Group meeting consisted of training, resource utilization, and group process. For group activities, members were asked to assume roles of reporter, recorder, timekeeper, observer, and leadership rotated during the year. By combining multiple district groups, cross-fertilization could result in better products and broader perspectives. Different district organizational cultures could be identified, modeled, and possibly, influence change.

During the project, within each district, study groups needed district support and time set aside to meet regularly for planning and development. Multiple, in-district study groups could be initiated over the next 2 years to address the mandated areas of change described in Chapter 5. These include the development of plans and criteria for high school graduation projects, student portfolios, and mastery demonstration assessment tools, staff development, and improved

community/parent relations. Through study, discussion, and group process, recommendations would be generated and submitted to the district strategic planning committee.

Leadership Study Groups Evaluation Plan

The role of this formal evaluation is to provide a basis for decision making and policy formation regarding the continued use of Leadership Study Groups to aid school districts in meeting new state requirements for school restructuring. The purpose of the evaluation is: (a) to advise in planning, improving, and justifying the project; (b) to inform decisions on continuation and modifications; and (c) to contribute to the understanding of the importance of certain factors in professional development planning and implementation. It will attempt to answer questions concerning how effective the model was and why there were differences among districts.

The evaluation plan was multiphasic: Formative evaluations, artifact collection, and a reflection instrument were used periodically throughout the year-long project, and a written questionnaire resulted in a summative evaluation. Through these instruments, a case study was conducted to document the impact of participation on individuals, study groups, and districts. The data collected will enable districts and staff to appraise the quality of the project and provide the basis for criteria for a system of self-renewal. A full analysis will identify strengths and weakness of the project and limitations imposed by each school system. Information gathered will satisfy internal and external demands for reports to legitimize decisions and to improve public

relations. Findings will enable others to use best strategies in future project design and implementation.

Evaluation Goals

1. To assess the merit of the Leadership Study Group project to the center and to the intermediate unit. The evaluation study will demonstrate the use of formative evaluation data to improve the project systematically. It will assess the impact of participation on the individual.

2. To assess the worth of Leadership Study Groups to school districts (in the specific context of each district). It will assess the impact on the school system. Data will be used to advise districts on the potential in channeling of time, money, human resources, materials, and substitutes toward the development of district strategic plans through study groups.

To design the instruments, the following steps were taken. Standards for judging quality were extracted from the research literature, and the director decided if the standards were relative or absolute. A wide range of inquiry perspectives and techniques were used to gather data. The formative evaluations answered these questions: What is working? What needs to be improved? How can it be improved? What barriers are preventing implementation? How can the barriers be overcome? Data collected through written and oral participant responses were analyzed after each session. Responses were used to modify the next session. Data will be used to set standards for the future and to drive the development of additional technical assistance. Data will document responsiveness, refinements, and modifications.

For the summative evaluation, the following questions were asked: What results occurred, with whom, under what conditions, with what training, and, at what cost? Data collected will be used to establish worth to districts and to determine if the Study Group Project should be continued.

The director's beliefs about the inextricable link between organizational and individual growth and staff development influenced the decision to look more at the cultural aspects of change and not to look for very specific Chapter 5 and assessment content knowledge in this evaluation. Because the Chapter regulations are extremely complex in potential and they give permission to change most of what is done in schools, specific knowledge must be co-discovered over time. The focus of this study was on the how and why of the development of critical change factors such as creating the opportunity for dialogue about teaching and learning; forming positive beliefs about change; learning to work collaboratively; shifting attention from individual classroom-based practice to school-wide; mission-driven practice; developing collegiality; practicing shared decision making; encouraging risk taking; developing planning skills; and practicing shared leadership. The focus was on factors that build readiness for change.

Methodology

Methodology included collecting relevant information throughout the project. The methodological plan used inexpensive, appropriate instruments, methods, and techniques; both quantitative and qualitative data; and demonstrated data-driven decision making. Standards were applied to determine quality. Standards were determined through the

recommendations of the stakeholders, research-based literature, and the professional standards recommended by the funding source, the Pennsylvania Department of Education.

Multiple audiences have distinct needs for evaluation data analysis and interpretation. The formative evaluations have been of interest to the center director, other ARIN program managers, and the WRPDC steering committee members. The summative evaluation will interest the policy makers, program managers, and the concerned publics. Specifically, they are (a) the Pennsylvania Department of Education, funder of WRPDC; (b) the governing board and steering committee members; (c) supervisors and other program managers in intermediate units; (d) teachers and administrator participants in districts; (e) teachers and administrator non-participants; (f) school boards; and to some degree,(e) community members.

In the final form, the evaluation methodology will be a case study of a utilitarian evaluation that is objectives- and management-oriented. Multiple measurements, both qualitative and quantitative, were used. The analysis used subjective measurement methods, content analyses, and self-reports with a one-group design, with each district as a subgroup for cross-case analysis. Observations, interviews, and artifacts were collected. Analysis was conducted using pattern comparisons among districts and within each subgroup district. Interpretations were theory and criteria referenced with program-specific conclusions with little generalizability to populations beyond the local districts. Generalizability will be limited to theories and not to enumerate frequencies as in statistical generalization.

Criteria for Project Evaluation

How was the judgment of professionals in the field about the study group project applied to the project design and implementation?

1. Was the project design based on research?

2. Which streams of research were followed?

3. Did the project fulfill a critical need?

4. Were the scheduled activities, content, and materials consistent with needs, goals, and objectives?

5. How was the process effective, in what ways, to what degree?

6. What trouble spots or barriers were identified?

7. What are key indicators of in-district benefits or weaknesses?

8. What were critical events and elements to be documented?

9. What changing circumstances influenced results?

10. To what extent were the project objectives shared by participants?

11. To what degrees were positive beliefs regarding study groups, educational change, student learning outcomes, and strategic planning developed?

Did other than planned outcomes result from Leadership Study Groups?

1. What do we have with study groups that we did not have with traditional in-service?

2. What was the effect of multidistrict exposure on individual school district culture?

What recommendations can we make to increase study group effectiveness?

1. How did district culture, support, and leadership influence in-district implementation?

2. Were teacher roles expanded through study groups?

3. What manifestations of change occurred in which districts?

4. What components are working as well as planned?

5. What changes in study groups would lead to improvements?

6. Were study groups being implemented as planned in each district?

7. What in-district conditions would improve study group effectiveness?

And ultimately, should the ARIN Study Groups be continued or discontinued?

Data Sources

The data sources were participants, participant/observer (director), and the steering committee members. Direct and indirect observations were used along with the analysis of descriptive documents including multiple documents.

1. Formative evaluation reports were based on (a) records of actual process; (b) records of attainments and modification decisions; (c) documentation of interaction; (d) presenters and materials specific to each session; (e) costs of facilities, meals, and materials; (f) documents of organization and planning; (g) contextual events (contract negotiation, changes in administration, etc.).

2. In-district activity reports included (a) assignments--records of completion and quality, (b) documentation of meeting process in districts, (c) level of support and resources provided in each district, (d) meeting record sheets, (e) documentation of adoption of recommended roles and facilitation methods, (f) confirmation of district

implementation, (g) individual reflection on a critical incident or perception of "storming" phase of group process, (h) observation of individual and group development, (i) interviews with members, and (j) individual district progress reports.

3. Summative evaluation report primarily based on a questionnaire and on interviews (to corroborate and elaborate) included: (a) self report of knowledge, skills, and attitudes; (b) documentation of ratings of content, process, trainers, and materials; (c) needs, opportunities, and problems identified; (d) products produced by study groups; (e) records of portfolio plan development; (f) documentation of in-district implementation of study groups; (g) personal interviews for corroboration of data; and (h) observations noted by participant/observer.

Linking Data to Criteria

Collected data will be linked to propositions and criteria for interpreting the findings. These theoretical propositions apply. Through the use of pattern matching described by Campbell (cited in Yin, 1994), several pieces of information from the same case may be related to some theoretical proposition. Types of patterns, such as time series and pattern types, will be defined in the following chapter. Theory development is based on descriptive theory of effective staff development, and individual and organizational change presented earlier. Prior specifications that will constitute individual change are: (a) participant development of beliefs regarding Chapter 5, OBE, and performance assessment; (b) participant reflections and observations about the change process. Operational events that will constitute

change are: (a) implementation of a model of staff development that is multi-district; (b) in-district study group formation; and (c) collaborative work resulting in products, primarily a district portfolio plan.

Data will demonstrate that while individual changes may have occurred, organizational change only succeeded when the district did specific things. The complete research design will provide strong guidance in determining what data was essential and strategies for analyzing the data.

Dissemination Plan

The dissemination plan included a preliminary report given to the steering committee at the May 1994 meeting that was followed up by formal and more complete analyses and interpretations. An executive summary with findings will presented to the steering committee in September 1994. It will be disseminated to the intermediate unit administration and to district superintendents for further dissemination to boards, community members, and participants.

Case Study Design

Yin (1994) provided a structure for the case study: (a) how to define the case being studied, (b) how to determine the relevant data to be collected, and (c) what should be done with the data once collected. Selection of the case study method arose out of the desire to understand complex social phenomena and to allow the investigation to retain the embedded and meaningful characteristics of real-life events, such as

individual life cycles and organizational and managerial processes.

This case study is primarily descriptive and explanatory to a lesser degree. The case study method was selected because the investigator had limited control over actual behavioral events, the focus was on contemporary events, and many of the questions focused on how and why.

This single case study design is based on the logical sequence that connects the data to the study's initial questions and, ultimately, to its conclusions. It is an action plan for getting from the project design to evaluative conclusions. The process of collecting, analyzing, and interpreting observations followed a design structure, with specific protocol to deal with problems of reliability. A logical model of proof was established that allowed the director to draw inferences concerning the study's questions.

Based on the design components recommended by Yin (1994) the research design included the study's questions, its propositions, its units of analysis, the logic linking the data to the propositions, and the criteria for interpreting the findings.

The unit of analysis was the Leadership Study Group members, each district team was a sub-unit. The beginning and end points of the case are May 1993 and July 1994. The timeline for data collection, analysis, and reports was covered.

Limitations and Problems

Some problems and limitations existed in this evaluation plan, as they do in most. One problem was program components that existed in some districts prior to the formal designation of the program.

Variations have been confronted in delineating the unit of analysis to a degree by providing entry demographic information about the participating districts, the intermediate unit, and the WRPDC.

The evaluator had limited experience in case study and formal qualitative data analysis processes and procedures. The evaluator was the program director and must guard against bias. To evaluate the project after one year in a multiple year course of action was a limitation imposed by the time frame of the study. Several years of implementation could provide stronger or clearer indicators for the use of study groups to build readiness for school change.

Most significantly, little control could be exercised regarding in-district culture, completion of activities and assignments, or situational barriers if superintendent or board support did not develop. In addition, no rival theory quest was conducted in this study. And finally, an early disclaimer must be issued regarding the exclusion of the vocational-technical schools and the ARIN technical assistance team from the data base.

More information about the data that was collected, the data analysis process, and the interpretations and findings appears in the following chapter on results.

Chapter 5

Results

Data Analysis and Results

Results are presented by type and chronology with a final section on the summary of accomplishments. Both formative and summative data are presented based on qualitative and quantitative data. Six formative sub-sections deal with formative participant evaluations conducted at the first three large group sessions, reports from the steering committee meetings, records of completion of study group in-district assignments between large group sessions, and written participant reflections.

A two-part complex summative evaluation was conducted and analyzed for the over-all project evaluation. Findings or final conclusions were based on criteria linked to units of analysis and iterated patterns of participant responses, documents of activities performed, and products produced by in-district study groups.

Following the data collection plan, instruments were developed and modified. During steering committee meetings, stakeholders were involved in instrument development. Formative evaluations and steering committee reports documented responsiveness and refinements regarding the evaluations and the planning and implementation process. Study group assignment reports documented assignments completed and submitted by each study group within each district. Written reflections completed

by study group members documented critical incidents in the participant's own words. Meeting reports from in-district study groups provided confirmatory data.

Data sources were listed earlier and the data collection plan was followed, along with a data analysis plan. Data management protocol and procedure was theory and criteria referenced and literature based. Data coding, entry, data base structure and management, analysis process, and preliminary findings followed protocol. It was predetermined what to do about absenteeism, skipped items on forms, non-response, attrition, and individual circumstances such as lack of district support. Quantitative and qualitative data analysis were used along with descriptive documents. Chain of events or evidence and patterns were established.

Data analysis procedures began with the creation of a data base. Summative questionnaire responses were examined, entered into a computer data base, categorized, and tabulated. Regularities, sequences, and patterns were found. Matrices of categories were created and evidence was placed in categories. Data was examined for patterns in findings that suggested something related to the proposed questions and theoretical criteria. Variability across district sites within certain conditions was sought. Contrasting results for predictable reasons and theoretical applications were examined. Replication logic or theoretical replication were based on convergent evidence.

Findings were examined to make clear whether they advanced the theory as anticipated and to establish conceptual importance. Findings were categorized into major points and subordinate ones. Data displays and charts were created to frame data. Frequencies were tabulated for different indicators. Chronological order was used in presenting data

and linear analytic order for presenting findings. Descriptive and interpretive results were melded and interwoven to form the conclusions.

The following are the expected results:

1. Change in attitude demonstrated in participant reported beliefs about Chapter 5, Student Learning Outcomes, Study Groups, and change potential in the district.

2. Change in behavior demonstrated by collegiality, level of shared decision making practiced, increased dialogue about education and assessment.

3. Change in programs and/or organizational structure demonstrated in increased administrator and teacher meetings and the development of in-district study groups.

4. Change in knowledge base or skill levels demonstrated by completion of assignment reports on student learning outcomes, district portfolio plans, and assessment plans.

5. Change in key relationships demonstrated by expanded roles, leadership of study groups, and increased involvement in planning by teachers and administrators.

Formative Evaluations

Three large-group session evaluations, steering committee reports, records of in-district assignments, and participant reflections form this four-part section. Much of the data reported, especially in the participant reflection section, is in the participant's own words and is not attributed, nor cited in the references.

Session Evaluations

Following each of the first three large study group sessions a formative evaluation was conducted to assess several aspects of the workshop design and delivery. The results of those formative evaluations follow in a chronological sequence.

NOVEMBER 1, 1993	POOR	FAIR	GOOD	EXCELLENT
helped to increase my understanding of the concepts and practical implications of Chapter 5	0	2	28	16
was well organized	0	1	16	33
provided a balance between content presentation and group participation	0	6	27	17
provided me with new knowledge and skills which can be shared with others	0	2	27	20
allowed sufficient time for the audience to ask questions	0	5	29	16

Participants were asked to identify the most and least valuable feature of the workshop. Those features identified most valuable most often were: demographics, great information, the group work emphasis, excellent presenters, and the big picture. The initial concerns and questions not addressed in this workshop session were identified by participants: practical realities in conservative community, finding planning time, involving everyone, and seeing samples of every component of the strategic plan. All of these issues were addressed in future sessions and influenced the design of subsequent planning for training.

The second large study group meeting on December 7, 1993 used a more simple formative evaluation because we had confirmation that most participants felt the benefits of the basic design. A four-quadrant form was used to identify: I came expecting, I got, I value, and What I

want next. Participants again identified group work as a critical element. In addition to the expanding knowledge base, the discussions about developing shared civic values and beliefs influenced them strongly and the Change Management game expanded their thinking and planning skills. One participating district shared their plan for implementation design and this profoundly influenced the expectations of participants. Dr. Terry Foriska's session, "Relating outcomes to curriculum, instruction, and assessment" became the "mental model" for implementation. His concrete examples, planning design, and solutions for time and money issues were identified. The fact that he implemented teacher-driven portfolio projects and study groups in a local district with many of the same demographic, political, and economic issues struck home.

Some sample responses in the words of participants exemplify the depth of participant perceptions.

LEADERSHIP STUDY GROUP

Participant Response Summary December 7, 1993

I got:
specifics about step by step procedures for developing outcomes
refreshed, encouraged, new terminology
information about the change process
laying an extremely good foundation is critical
a lot of good information and understanding

I value:
clarity, consistency, excitement, direction, motivation, trust, knowledge, confidence.
the expertise of Dr. Foriska and his district
team approach to resolve problems
knowing we are not alone in this awesome endeavor
sharing with other districts
the quick review to reinforce and let us share the group's responses
the team(s) cooperative work habits and friendliness

The February 9, 1994 session formative evaluation was based on a reaction form with three questions to identify what people liked most and what might be done differently. The content of this session focused on assessment. Dr. Robert Coldiron presented the foundations of quality assessment, shifting the emphasis to classroom assessment, the language of assessment, and developing portfolios. A design team composed of teachers from a model district presented their portfolio project.

Participants identified the group activity methodology as an important vehicle for learning new concepts. The excellent content of all presenters was identified consistently by participants. The fact that a local district gave specific examples of the process for developing portfolios and examples being used in classrooms by peers was critical to acceptance. Very few comments focused on negative aspects. It should be noted that one participant called for "eliminating group work time fillers," signifying that the value of group work was not universally shared. Participants requested the return of Dr. Coldiron and he did return for the next two sessions. He worked with the director to design each session and to tailor content, materials, and interactive learning sessions.

Steering Committee Report

In addition to the actual content and processes used in the large study group sessions, the role, function, and formative design actions of the steering committee bear examination. On May 5, 1993, a teacher leadership center shared their concept of implementing study groups to assist one district in the implementation of Chapter 5. A memo and materials from the presentation were sent to each of the 11

superintendents for review. Requests were made for the WRPDC to focus the 1993-1994 training sessions on using study groups for school restructuring. Several subjects were targeted for possible study group action. They were: essential concepts of Chapter 5, portfolio development, staff development, high school graduation projects, development of district outcomes, assessment measures, department and grade level outcomes, community and parent involvement, and other district priorities. District representatives met within the district and prepared to prioritize and select the focus for WRPDC study groups. They promoted the development of a multidistrict consortium, so that concepts could be shared and common plans for implementation developed.

In addition to prioritizing the focus, steering committee members were to ensure the selection of Leadership Study Group members from their district. They developed constituency parameters and made recommendations. Each study group should consist of at least one district administrator, classroom teachers, and other members selected through district procedures. There should be overlap with the district strategic planning committee members, Act 178 professional development members, curriculum coordinators, and board or community members, if desired. They were asked to identify limitations, restrictions, dates, and times for discussion. Budget limitations restricted the number of training dates to five.

In June, one curriculum coordinator, three district administrators, one university representative, one intermediate unit representative, and seven teachers served on the steering committee. The group had initial difficulty prioritizing the intended focus. Some targeted graduation requirements, which are indeed critical to school districts. Graduation

requirements are theoretically based on effective implementation of essential concepts, portfolios, district outcomes, and assessment measures; graduation requirements are the endpoint, not the beginning. Much dialogue ensued before essential elements of Chapter 5 and assessment were selected, and setting graduation requirements was postponed.

The steering committee identified two products for study group production, portfolios and graduation project plans. The process designated was participatory. By modeling and participating in the Leadership Study Group, members would learn leadership skills and group facilitation techniques to enable them to lead in-district study groups in the future. Training dates were selected by the group with district schedules in hand. The concepts of study group homework assignments were refined and the directive to superintendents to provide in-district study group time and coordination were instituted by the steering committee.

On September 15, 1993 the steering committee met to further refine the Leadership Study Group plan. Registration materials were approved. Tentative agendas were reviewed for each of the five training dates in collaboration with the intermediate unit technical assistance team.

The steering committee played the Change Game, a game designed to teach the CBAM (change based adoption model) of effective change. They discussed its impact and decided it was an effective tool to be used in Leadership Study Groups. The steering committee written evaluations for the meeting cited good dialogue, active involvement, positive feelings about the outcomes, and the benefits of the game. It could also be mentioned that they received copies of the annual WRPDC report of

activities, planned their roles in the regional conference in October, and volunteered to review articles for the state teacher leadership publication.

On November 5, 1993 the steering committee reviewed the regional conference and administrator training evaluations. They reviewed the results of a formal independent evaluation conducted by PDE on the impact of the teacher leadership centers. Two locally written articles were selected for publication on the state level.

Specifically, regarding the Leadership Study Groups, they expressed concern about the state timelines for Chapter 5 implementation and reviewed the evaluations of the first training day. The final agenda for the next Leadership Study Group was reviewed. They selected facilitation roles for demonstrating the Change Game. Each steering committee member would lead a district group in the Change Game during the next training session. Issues and concerns regarding study groups were elicited. Planning time, effective leadership and facilitation techniques, research-based knowledge base, resource materials, and community and district support issues were indicated. Members reviewed team building materials and homework assignments were prioritized. They viewed the videotape "Outcome-Based Education" and rated the quality. They decided to develop an assignment for study groups based on viewing quality videotapes and reporting back with formal reviews to be shared among all the participants.

On February 17, 1994, steering committee members presented reports on the study group implementation in their district. Topics focused on developing a timeline, presenting an overview to the faculty, developing district policies on parental involvement or exemptions, and developing

district mission statements. Sample strategic plans were distributed and community public relations plans were discussed. Each district seemed to be on track with variable concerns.

Two steering committee representatives were selected to present, along with the director, at the state teacher leadership conference on the study group model.

On March 24, 1994, the steering committee focused on the evaluation of the Leadership Study Groups. Articles on stakeholder participation in developing assessment tools were sent in advance. Materials for the meeting focused on program evaluation terminology, key evaluation checklist, organizing framework, worksheets, and a sample critical incident report form. Through the use of the evaluation planning sheet, elements of the summative evaluation were identified. Summative questionnaires were reviewed and modifications suggested.

In May, one teacher leader led a group process analysis of the group development stages of the steering committee. Each steering committee member gave input and strengths were identified. Stages of group development included: polite stage, purpose stage, power stage, positive stage, and proficient stage. Each stage was accompanied by descriptions of what was going on, what is needed to move on, recommended interventions, and low-yield interventions.

Since the final Leadership Study Group training session was held in May, preliminary evaluation findings were reviewed at the May 25, 1994 steering committee meeting. The results are covered in detail in the summative evaluation section of this document. Members left with the intention to share the results with their districts. Also at this meeting each member gave a progress report to the steering committee

regarding the status and stage of district study groups and strategic planning. Each district report is summarized in the next section and identified by a code number. Phases refer to the three waves of implementation of the 501 districts as designated by PDE. Approximately 170 districts are in each phase. Phase I districts would be expected to complete a strategic plan by September 1994; Phase II, September 1995 and; Phase III, September 1996.

District 5 is a Phase III district. They signed a contract with the intermediate unit to lead the strategic planning process in their district. In-district study group members are being identified. Letters have been sent to faculty, community members, and students. They plan to meet over the summer and select representatives in each school building and post meeting notes to keep everyone informed of the strategic planning progress.

District 7, a Phase II district, hired an outside consultant to lead the strategic planning process. This district sent only one representative to the Leadership Study Groups. The district has finished developing a mission statement and committees are formed.

District 9, a Phase II district, has selected teachers to serve in four study groups. Teachers were elected by their peers and represent four levels kindergarten through high school. Teachers may serve as parents along with 30 other community members.

District 10, a Phase III district, used a ballot to select 6 elementary and 6 secondary teachers to serve on the strategic planning committee. In addition, 2 board members, 3 administrators, and students will participate. All time involved will be considered volunteer time and no payment will be made to teachers. After this plan was developed,

the board voted to put strategic planning on hold for six months. Board support for educational change is very weak in this district. Both administrators and teachers expressed frustration with ongoing friction in the conservative community.

District 2, is a Phase I district that was granted an extension due to multiple board legal issues over consolidation; they shifted to a Phase III district. A strategic planning technical committee has been formed. Teachers comprise 50% of the membership and they were elected by ballot vote among peers. Community volunteers were drawn from a hat, 28 were selected. Administrators and the Act 178 chair serve on a steering committee. Principals led faculty in informational sessions and information dissemination is being coordinated. They hired a technical consultant to commit 35 hours to lead in the development of a mission statement and an annual plan.

District 8 is a Phase III district. They have conducted a needs assessment district-wide. Eight professional development days have been agreed upon. Thirty-eight steering committee members include secretaries, maintenance workers, teachers, administrators, and community members. Fourteen teachers volunteered and were elected by their peers. The teachers represent K-12 grade levels. All student learning outcomes have been reviewed by the entire faculty. Meetings were held by subject area for analysis of related outcomes. Teachers are working in collaborative pairs to revisit curriculum expectations. This district has broad level involvement and strong teacher leadership. In June they will work on vision and goals. They are well ahead of schedule.

District 6 is a Phase III district. Only the Leadership Study Group activity was reported. The superintendent was non-committal from the start and no action has been taken to expand the group, disseminate the information, or develop plans. They are waiting for district leadership.

District 11 is a Phase II district. They contracted with the intermediate unit to lead strategic planning. One introductory meeting has been held. Teachers were not elected, but chosen by administration. A mission statement and belief statements are being developed. Communication issues emerged in this district. People seemed unsure about their roles and the re.

District 3, a Phase II district was ahead of schedule when this project began. They formed multiple committees that acted as in-district study groups, teachers were highly involved in professional development, and they presented exemplary models to the Leadership Study Groups. During the fall, school board election results caused confusion and divided the community. Tax payers upset about school construction costs disrupted school district progress. (Both the superintendent and assistant resigned before the end of the school year, along with the school board president.)

District 4 is Phase II and an intermediate unit representative is working with the district to develop their strategic plan. Teachers and administrators have been selected for participation on the strategic planning committee along with students and community members.

District 1 was the only Phase I district. They began the strategic planning process in January 1992. The facilitator used a modified Cook model of strategic planning. A mission statement, goals, and strategies

were developed by September 1992. A high level of community involvement was sustained during this initial stage. Following official passage of Chapter revisions by the State Board in July 1993, controversy erupted. Between September 1993 and December 1993, teachers worked without a contract but would not participant in meetings after school so progress was stalled. This district did not participate in the first three Leadership Study Group meetings as they planned. After contract resolution, they joined in for the last two sessions. At the steering committee meeting, this district shared their mission statement and belief statements, as well as the strategies developed for implementation. They asked PDE for a time extension for completion of their strategic plan.

These district progress reports were compiled and distributed to all steering committee members. They requested that district progress reports become a regular agenda item at the steering committee meetings in the future. They document in-district activities related to Chapter 5 implementation and provide a forum for exchanging information, strategies, and support.

Summary findings demonstrate the active role of the steering committee in the planning and implementation of the Leadership Study Groups and their strong influence on the collaborative planning in districts. Skills modeled and practiced in steering committee meetings and strategies shared in meetings influenced other participating districts. Additional training and materials were provided to steering committee members. Members shared the materials within their district and developed a higher level of expertise. Steering committee members became stronger leaders in districts and developed stronger network

connections. Eight districts made significant progress in the strategic planning process during the 1993-1994 school year. Eight districts had functional study groups or committees.

Assignment Reports

Between each large-group session district Leadership Study Groups were given homework assignments to complete as a team. The assignments varied greatly in intent, impact, and report format. The initial assignments required the formal study group roles of facilitator, reporter, timekeeper, and recorder. The assignment reports are presented in a chronological sequence along with impact analysis comments. Completion of in-district assignments documents in-district implementation of the study group model. Assignments included: student learning outcome analysis, resource material utilization, quick assessment tool, data gathering for shared vision, portfolio assessment plan, and study group reflections.

Student Learning Outcome Analysis Assignment

At the November 1993 session each district study group was assigned a section of the state Student Learning Outcomes to review and analyze. The report each team generated became part of a total report on outcomes. Each district study group presented their analysis to the large group during the December 1993 session. All outcome analysis reports were collected, compiled and distributed to all participants. The leadership and presentation techniques of teams were exemplary. The two district representatives without a team were linked with another geographically contiguous district. Study Groups identified the

concerns, benefits, and implementation strategies for each set of outcomes. The following is one partial example of a Student Learning Outcome analysis of Chapter 5.202 Communications.

LEADERSHIP STUDY GROUP

Communications 5.202

Outcome Analysis November 1993
Outcome: All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

Concerns:
1. We cannot handle large groups in our high school library.
2. Elementary schools have no computers in the library.
3. More hands-on materials are needed in classrooms.
4. When are skills to be taught?

Benefits:
1. High school has ACCESS PA, electronic encyclopedia, academic abstracts and FAX.
2. Elementary uses more traditional methods
3. Many grade levels and many students are doing research.

Implementation:
1. More computers and networking among and in classrooms.

Throughout the Student Learning Outcome reports these concerns were identified: (a) lack of planning time, especially in elementary schools; (b) lack of resources, primarily money and technology; (c) issues of alternative styles of learning and instruction; (d) limited application of cooperative learning techniques; (e) development of critical thinking skills; (f) lack of time and scheduling barriers; (g) community prejudice, bias, ignorance; (h) equal opportunity for students by grade level and building; (i) lack of professional development opportunities to train staff, and; (j) newly defined responsibilities for school administration, teachers, students, and the community.

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These universal concerns are public school system problems that must be addressed by strong administrative, teacher, and community leadership with the financial assistance and support of the Department of Education and State Legislature. They will remain critical barriers to effective implementation of Chapter 5 unless strategies are developed and implemented statewide, with particular attention to severely economically depressed districts.

Resource Material Utilization Assignment

The December 1993 Study Group assignment required the viewing and review of a series of videotapes and served as a link between participants and the Professional Resource Center. Professional Resource Center catalogs were distributed to all participants, materials were selected for review by each study group. Discussions among reviewers resulted in comments compiled and distributed to the large group.

Topics selected were: developing vision, managing change, overcoming barriers to restructuring, standards, not standardization, understanding restructuring, quality schools, outcome-based education, mastery learning, and assessment. The favorable reviews confirmed that effective resource materials were available to reinforce key concepts and to enable Study Groups to share concepts with other faculty members and the community at-large.

Quick Assessment Tool Assignment

One assignment was designed to teach use of formative quick assessment techniques while identifying key concepts gained by

participants. Participants received instruction sheets with brainstorming rules and multiple variations of the brainstorming methods. Results generated by the Study Groups were compiled and shared at the next large group session. A summary of the common elements identified by Study Groups included:

Study Group Assessment Report

Things you learned or relearned
- the study group concept, teamwork, consensus and collegiality
- the available resources and people for assistance
- we are the leaders for the district
- specifics of OBE
- strategic planning and action groups
- demographics are very important
- what's in and what's out
- RPTIM model for change
- clarified values--civic vs. personal
- clearer direction
- structure for size and agenda for change
- research-based decision making

Things you still want to know
- facilitation techniques for consensus
- time to plan and meet
- timelines
- dissemination of information to school and community
- vo-tech articulation with district plans
- how other districts are faring
- how to keep continuity with new board, contracts, etc.
- what are benchmarks
- structured planning
- how and when to involve staff

One thing you will do tomorrow
- talk to staff
- implement the study group process
- look at the environmental scan
- inform the school board and check with the superintendent
- recruit help
- develop a newsletter

Action plans formed from this quick assessment tool helped some districts to resolve problems, reinforce actions, and to develop strategies. Common issues were discussed in the steering committee

meeting and additional training materials were developed. Group facilitation manuals are one example of additional material.

Data Gathering for Shared Vision Assignment

A Study Group assignment was designed to focus on the process of gathering data in order to create a vision in preparation for change. In this activity study groups identified three past district successes and the reasons for these successes. They identified future trends that will greatly impact how we educate our children and three roadblocks to success. They next determined a number one priority to address and identified three skills, competencies, or values they wanted their child to be taught. The Leadership Study Group assignment results were analyzed for frequency and significant patterns. Each of the six fields of inquiry are reported in the following section with a summary commentary based on comparisons among the districts.

A range of responses were identified in response to the question, What are three successes that you are most proud about in regard to your school district? Responses included: academic success of students, staff development programs that were applied, collaboration and cooperation among administrators and teachers, use of technology, expansion of school programs, and implementation of specific programs such as cooperative learning.

Perceived reasons for these successes were identified. Some variation of the concept of staff dedication and competence was most frequently cited as the reason for success. Most districts cited collaboration as a factor, but they identified very different levels of collaboration. Relationship levels ranged from cooperation among

teachers to commitment from various constituency groups such as the school board, administration, parents, community members, and staff.

Factors related to system support were identified by several districts. Supports included providing time and resources for new initiatives. The resources related to new technology and construction or remodeling were noted. In one district with an exemplary staff development plan, the extensive planning and resources provided in the district were identified as reasons for its success.

High staff involvement in an effective change process, the desire to change, and shared control were cited by the district that demonstrated the most effective system-wide changes. They identified the attention to the change process, effective planning, and collective action. These factors set this district apart from the rest by demonstrating a systems approach to change. Though not identified specifically in their responses, the enlightened leadership in the district was responsible for setting these practices into motion. Without the expressed intention to operate with this philosophical and management perspective, system-wide, meaningful change was not demonstrated by other participating districts.

Each study group was asked to identify three future trends that would greatly impact how we educate our children. Emerging technologies were most frequently identified. Societal changes in the family and the economy, along with future workplace skills, were identified by many districts. Only one district was expressly focused on internal functional aspects of schooling. Learning how learning occurs, developing new forms of assessment, and changing roles of teachers were

identified by the one district that repeatedly demonstrated system-wide change.

Each study group identified three roadblocks to success that kept them from achieving educational excellence. Most often these roadblocks were identified as a lack of something. Lack of leadership, lack of vision, and lack of "best practice" knowledge was coupled with not enough money, time, and resources. Resource limitations also included lack of staff and lack of systemic ongoing staff development. Lack of parental and family support, board support, and increasing social and family problems were examples of lack of cooperation. Established power bases such as union, school board, and community special interest groups were specifically mentioned.

From these identified roadblocks, developing shared vision emerged as a critical target that could be approached immediately. The barriers of lack of time, money, and staff could not be approached without developing a shared vision that included permission to take a critical look at resource allocation that was tied to past schedules, roles, rules, and functions, functional elements tied to the status quo.

A wide range of change management issues emerged. They included: fear of change, resistance to change, or no recognition of the need for change, too many changes at once or fragmentation of change initiatives. It become clear that developing system-wide leadership to build shared vision and to plan and manage the change process would require creating ongoing opportunities for communication and planning among all stakeholders. Study groups could become the formal arena for ongoing communication, goal setting, and planning change.

Each district study group was asked to identify one priority to address. They identified: to develop shared vision based on good values, to build support for change through communication, and to understand change as an ongoing process. They wanted to provide the means to improve teaching and learning so that students would become productive intelligent members of society with the willingness to accept others and participate in the global economy.

These were reinforced and expanded when they were asked what three skills, competencies, or values should be taught to their own child. Common civic values, problem solving and critical thinking, and people skills were universal responses. Life-long learning replaced the "my subject area" perspective expressed in the past. Specifically, one district listed (a) to be able to think, invent, generate, reflect, and create, (b) common civic values such as respect, responsibility, and honesty, and (c) self-sufficiency which contributes to society.

The act of participating in a study group brought home the value of cooperation in the workplace and perhaps resulted in the frequency of its identification. The controversy over values that was brewing in local communities, misrepresented in the press, and dramatically altering board representation became approachable when the difference between shared civic values and personal values was delineated. This critical delineation made the topic far less threatening and divisive and gave districts a viable avenue to circumvent the barriers that were threatening community and board support. The issue of lack of shared values remained a barrier in some districts and a had an impact even in districts with strong leadership.

This study group activity designed to focus on the process of gathering data in order to create a vision in preparation for change was a critical step in the process. In asking these questions, group attention became focused on the issues involved in developing shared vision, effective change management, and solving critical resource issues. Through the dialogue to form group responses to the questions, the change process was initiated.

The responses from each of the districts were analyzed and aggregated and then reported back to the whole group at the beginning of the next session. Seeing the common patterns and problems helped to form perspectives about significance and to broaden options for future actions and solutions.

Portfolio Assessment Plan Assignment

The most complex assignment to complete was for each district study group to develop a portfolio assessment plan for their district. Each district study group had already participated in the large group presentations of the concepts involved in new assessment terminology, theory, and practice. A model district team had presented their portfolio design and implementation plan. The model district presentation covered initial concerns, implementation problems, and how they included the whole faculty in the process, as well as the concepts, samples, and purpose of shifting to portfolios.

Written instruction forms for each study group were designed to reinforce the study group roles and activities. Study groups were given articles for review and discussion regarding the research-base and purpose of portfolio assessment. They were also given the sample

portfolio plan developed by the model district with instructions to review and analyze the plan and then to prepare an implementation planning chart for their own district. They were asked to identify what components they would follow or modify. Using the planning chart what, by whom, when, where, needed resources, and activities for implementation were identified.

The two districts without a functional team were unable to complete this complex assignment. Seven districts did complete the assignment, the model district had developed the plan for comparative analysis, so eight districts out of eleven developed a portfolio assessment plan. The district with contract negotiation problems did not complete any assignments.

Study Group Reflection: Critical Incident Report

On April 13, 1994, Dr. Joe Marcoline, Homer Center School District Superintendent led the Study Group participants in a reflective writing activity that was designed by the steering committee. This evaluative tool was an open-ended, qualitative instrument that could allow participants to identify a critical incident that occurred during the study group process. This data served as a source for triangulation in providing confirmatory data. Participants were asked to describe a critical incident that caused a problem with no ready, simple solution or an event that challenged existing norms and solutions. They next described how people were feeling at the time about what was happening, what was done at the time and who did anything significant, and who thought of the idea. Then followed a description of how the situation was implemented or handled, and what happened as a result, and how

people felt consequently. The final question asked them to identify how participating in a study group changed them.

The 42 response forms were reviewed, analyzed for content area, and are summarized in the following sections with quotes extracted that exemplify or clearly describe the issue or aspect of concern, (Garrott, 1993). These data were collected anonymously and are not attributable to a particular person, role, or district, except by deduction. Most of the following section is extracted text in the language, grammar, and perspective of participants. Response segments are clustered into themes that emerged through pattern analysis. Themes were the content, purpose, function, and results of study groups, and the issues of dealing with complexity, limited administrator support, and effects of board intervention. Aspects of study groups are covered first.

The early identification of personality types, role of discussion and humor, along with group consensus models, helped participants to "see the value of multiple viewpoints and that through consensus they reached a better decision than any individual view." "All our types are necessary to get the job done." "When viewing the 56 outcomes, I was overwhelmed in thinking how I was going to be able to accomplish all these. People where feeling very anxious and tense. The material was broken down into many components and addressed individually, giving participants a chance to share ideas and concerns. Tension was eased in finding out we're all in this together and that working together we can come up with feasible plans and solutions to upcoming change in education."

The time allocated for discussing complex, new assessment measures related to outcome-based education led to sharing ideas and evaluating

concepts as well as developing support for others and working successfully together." " I wasn't sure I had enough background to develop a plan and I was glad we had the opportunity to discuss where we were headed." "It has made me even more appreciative of the contributions of others and how significant the larger group process is in making decisions and finding solutions. It has taught me to listen to others. It has also made me aware how well and how closely other people listen. It is very difficult to find a group of people who work off of each other well. My work with the group has made me wonder and begin to discover--what are the qualities that make a group work." "I have always believed in collaboration, now I realize that consensus is essential!" "I realize that the only way to get by the 'awesomeness' of the OBE change is to work together."

One district with exceptional leadership and teacher involvement presented sessions on their district's process and progress. These presentations by local administrators and teachers had a significant impact on many participants. "Using teachers just like us, who were not 'experts', who began portfolio projects not long ago, who were honest, open, willing to share the problems...this was 'authentic' the real thing. What I saw was the process working at a grass roots level, not top-down, but among teachers." "I experienced as exhilarating the chemistry teacher who openly reflected upon his initial resistance to the portfolio concept and then demonstrated the manner in which he is using portfolios, complete with a variety of sample techniques and approaches." What the teachers did..."It made me feel real change could really happen. It was a first for me: theory and ideas to practice, by people we know and work with. The <u>significance</u> was that <u>teachers</u>,

average everyday overworked, overloaded teachers, described so clearly and with such pride what they had done with portfolio assessment. We underestimate what teachers can and will do given adequate guidance and support."

Some participants expressed concerns about overwhelming complexity of the restructuring content and context. "I worry that the restructuring that we all will experience (to various degrees) will have no tangible effect on achievement. There was a range of reactions to these new concepts from skepticism to unwavering belief in their potential for good. It reinforced my understanding of the difficulty in introducing new ideas to schools and the importance of supportive leadership." Some participants described a personal shift. "I just feel overwhelmed with the whole process that we need to go through. Participating gave me confidence to be a leader in a different area."

Others remained somewhat overwhelmed and concerned about the magnitude of the change process. "As a concrete sequential- I continue to struggle with not being able to see the big outcome of strategic planning and implementing Chapters 3, 5, and 6. I'm very aware of the charge that has been given to school districts and how large the task might seem to school districts." "It provided me with an awareness of needs and issues across the spectrum." "I have a more positive overview of OBE and the outcomes, but I still, individually, have a lot to learn and comprehend."

The personal difficulty of dealing with ambiguity was expressed. "I'm not sure it has been handled or resolved. No one seems to give a direct response. Perhaps there is no answer....I'd rather be in this situation rather than have all this thrust on me on 'deadline' day."

The issues of resources such as lack of planning and discussion time, limited staff involvement, and limited administrative support, emerged repeatedly among participants experiencing these constrictions. Here are a few examples..."the number of hours needed to produce a strategic plan. People are overwhelmed. Some still feel it is impossible to complete the task. Study Groups show how we might work together. But I don't think we are having time to work as a group." "Manpower problem...faculty realizes that there is a great deal of work, overwhelmed by the magnitude and implications of the job. Decision was avoided but everybody still realizes the problem still exists...we are frustrated and anxious." One whole team was very distressed because they never met as a group in their district and did not complete any assignments.

One district team was instructed by the superintendent..."just to learn as much as possible but not to actually commit. We all wondered about the use of our knowledge gained and amount of time involved. We recently received more (a little) support and encouragement from the superintendent. However, we still are frustrated and often confused." Roles and relationships were issues for some team members. "Discussion among study group members of purpose led to planning. The plan was not implemented. Another direction was taken by the coordinator (The coordinator was not a study group participant and the district lacked superintendent support). The coordinator is doing 'his' thing and not consulting the study group."

The issue of board support significantly affected two districts. "Our district knows what needs to be done about restructuring but it seems we do not have an informed school board who will make intelligent,

unemotional decisions. This is frustrating and makes one feel powerless. This is unresolved and still going on." "How can we override the fear from outside interference to our strategic planning committee. panic." "We, as a group and I, personally, are concerned, confused, and frustrated that people feel we are doing something evil. I feel other leaders are letting these outside influences control us and in time defeat our purpose. It has been extremely helpful to learn I'm not alone. The fight isn't as difficult with others involved."

Earlier in this section you read about the strong positive impact of presentations by teachers and administrators from a model district. Now consider this critical reflection following board elections in that model district. Incident description: A change in four members of the school board who have pre-conceived ideas about outcome-based education theory that are extremely negative. How people feel: Frustrated with the fact that many good ideas and work already completed can be negated. What was done: Presentations by administration, faculty and parents to the board showing what is happening, processes in place, providing information. What happened: Information presented does not appear to be making an impact with the board, increasing frustration and also causing administration, staff, and others to draw closer together." (Both the superintendent and assistant superintendent resigned before the 1994-1995 school year, coded district 3).

Two districts did not send a team but permitted one individual to attend. The two representatives became more knowledgeable but expressed a wish for a peer team. They wrote about the problem. "The administration was 'dominant' and would accept no argument." "My superintendent wanted to have the agenda changed, agendas were not

modified. He was not willing to participate in sending a district team." Their frustration remained an issue throughout the year. They were unable to complete assignments and their districts did not implement in-district study groups. One district did hire an outside consultant to lead the district through the strategic planning process. (The district 7 superintendent was asked by the board to resign due to controversy over building plans and taxes).

One critical incident report could be classified as a side-effect or as a demonstration of a pro-active event with application of techniques learned in sessions on assessment. "Professional development is imperative to the strategic planning process. Our superintendent has stated he will cut back on people being out of the district. He also has taken budgeted staff development money and rerouted it. People were frustrated at the thought of a lack of trained people planning and implementing strategic planning goals and objectives. People were angry that the individual (superintendent) could cause the process to crash and burn. It was decided by the study group to rely on the Act 178 Committee (state mandated professional development committee) to survey the faculty regarding the need for professional development and the direction it should take, thus circumventing the superintendent. The Act 178 Committee surveyed the faculty and conducted an item analysis. They developed a plan for professional development and to keep the money budgeted for this purpose. I think the study group put administrators and teachers on a real team for handling change. I saw administrators and teachers working and talking together and not at each other. We planned actions and goals for a visionless district--very small and initial stage but better than nothing."

This section of reflective writing closes with a series of comments about the study group process. "The study group has given opportunity to: learn from peers, learn from consultants, network with others, obtain a broad picture of education reforms, and to develop a common base of content." "The structure of the sessions and the speakers have made sense of most of my concerns." The study group concept has been a positive experience because it enabled educators to come together to interact about certain issues and begin to lay the framework for the strategic planning process. I think what I realized the most from this process was that with each new session, a new layer of information was added and that this information lended itself to looking at the process in an in-depth way." "Study groups are almost a required component to generate synergy among educators. The dialogue shared among members becomes a vision-oriented agenda to help individuals capitalize on opportunities and lesson the threats of weaknesses. Study group sessions encourage collaboration among members." "There is still a long way to go and a great deal of hard work (talking and working together). I loved this opportunity for myself and our team, and I loved that our districts and vo-techs had this opportunity for themselves."

Formative Data Findings

Based on the formative data analysis, areas of demonstrated change were suggested. Participation in Leadership Study Groups changed the level of participant interactions and gave them a sense of empowerment. Decision making became more collaborative and groups worked toward consensus. Individual perspectives of teachers shifted from the classroom and subject areas to the broader purpose of education.

Teachers moved out of the isolation of the classroom and into collaboration and dialogue.

Districts with administrative support provided in-district planning and assignment completion time for Study Group members. Study group members reported increased risk taking and trust between members over time. Through the collaborative work to complete assignments, study group members demonstrated planning skills and leadership development. The rotation of formal study group roles between administrators and teachers influenced role expansion and boundary crossing within district groups. Data confirmed positive effects of "cross-fertilization" resulting from multi-district cultural exposure.

Limitations

Patterns clearly established different outcomes linked to the level of administrative support and, to a lesser degree, lack of board support. Lack of administrator support severely limited the process and products that were reported by the two districts (coded district 7 and 9) that sent one representative instead of a study group team. These two districts were unable to complete most assignments (they did review the videotapes) and did not develop a district portfolio plan or assessment plan. District 7 did hire an outside consultant to lead the district in the strategic planning process. District 9 did not initiate a strategic planning process during the term of this project.

In one district (coded district 6) where the superintendent did not commit to the Study Group process and also had a coordinator, role and responsibility confusion was reported, but quality assignments were completed by the Study Group members. Two districts (coded 3 and 10)

experienced lack of board support. District 10 lacked board support prior to the start of the project. District 3 developed lack of board support due a change in constituency following board elections. Both district 3 and 10 completed assignments and are included in the formative data report.

One district (coded district 1) was not included in the formative evaluation section due to unforeseen circumstances. They had administrative support, registered a large study group, then failed to attend the first three sessions due to a contract dispute. They were the only Phase One district and they did complete a strategic plan following a time extension granted by PDE. They were, however, provided with all training materials and did follow, to a lesser degree, a study group process led in the district by a trained administrator.

Summative Data Report

The summative findings and conclusions were based on an analysis of an overall evaluation conducted through a two-part written evaluation administered at the end of the first year of the Leadership Study Group project. Not all of the participants attended the final session, some were absent due to changes in scheduling because of severe weather conditions. Fifty-eight of the participants returned Section I of the questionnaire. Forty-nine participants returned Section II of the questionnaire.

Summative Data Restrictions

Some respondents did not answer all of the questions and, therefore, minor differences in quantitative analysis occurred. Despite

this routine limitation, significant data were gathered and are reported below. The summative data confirmed the data collected and reported in the formative data report and was not contradictory.

It should be noted that intermediate unit staff and vocational technical school representatives were excluded from the summative data base. ARIN Intermediate Unit representatives were large group participants but maintained the role of technical assistants, observers, and presenters. They were not expected to complete assignments or submit reports.

Vocational-technical school administrators did not actively participate in large group sessions or attend on a regular basis, though their teacher representatives usually attended. The administrators reported that in-house meetings could not be scheduled due to limited staff and time. One vocational-technical school did arrange for the intermediate unit team to present on site to their entire faculty.

The two vocational-technical schools did not complete assignments or submit reports and were excluded from the summative data base. Vocational technical schools were expected, according to the state plan, to base their strategic plans on the plans submitted by their feeder districts. Some of the feeder district strategic plans were not due for three years and the need to produce was not imperative.

Summative Data Findings

1. The overwhelming majority of participants rated the content, schedule, methodology, interaction, presenters, handouts and manual materials, assignments, and resource materials good or excellent.

WRPDC LEADERSHIP STUDY GROUP
May 1994

Quantitative Evaluation Summary

	Poor 1	2	3	4	5	Excellent
Content	0	0	9	29	20	
Schedule	0	1	9	26	21	
Methodology	0	4	15	25	14	
Interaction	0	1	12	27	19	
Presenters	0	1	7	27	23	
Manuals & Handouts	0	0	7	22	29	
Assignments	0	3	16	27	11	
Resource Materials	0	0	6	31	22	

2. The overwhelming majority of participants developed positive beliefs about Chapter 5, Student Learning Outcomes, Study Groups, and Strategic Planning. While strong positive beliefs did develop, participants wrote comments that should be noted. Proper implementation and sufficient staff were critical concerns. Ongoing district commitment from administrators and board members was identified. Some members noted that study groups should be voluntary, not mandatory.

WRPDC LEADERSHIP STUDY GROUPS
May 1994

BELIEFS:	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	No Opinion
Chapter 5 revisions will benefit my district	0	1	17	28	7
Student Learning Outcomes will benefit student learning.	0	1	20	31	2
Study Groups are a good way to learn together.	1	0	8	41	3
Study Groups can lead to school change.	1	0	15	34	4

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Study Groups should be an ongoing school function.	0	1	12	38	3
Learning time for all educators should be provided in school.	1	2	6	42	3
All educators should be members of Study Groups.	0	9	15	27	5
I would like to play a role in strategic planning.	1	3	11	34	4

3. District Study Groups with administrative support met in the districts and completed assignments. Those districts provided meeting time, communication facilitation, resources and materials, and two districts also provided meals. The two solo district representatives failed to meet in the district or to complete assignments. Those two districts failed to develop collaborative groups. The district with limited support from the superintendent completed assignments but the district might not benefit from their work or knowledge. District Study Groups members with district support reported positive changes in leadership skills, thinking about teaching and education, and expanded roles. District Study Groups with administrative support developed positive relationships and leaders emerged. Most participants are willing to lead an in-district Study Group in the future. There was even distribution of participant interest among the five Study Groups to be developed in the next phase.

4. Participants reported that this model was effective and better than the traditional inservice programs provided in the past. Significant factors involved group work, solid knowledge base,

meaningful purpose, conducted over time, and ownership and participation in the process.

5. Six districts expressed the intention to develop ongoing, in-district Study Groups. They were the districts with administrative support. By the end of the school year, they made significant progress in the initiation of the strategic planning process.

6. Participants recognized and identified multiple needs for district support to meet the requirements of Chapter 5. Additional training needs were identified by participants.

7. All but one respondent wanted to continue the Leadership Study Group Project. One was not sure.

A total of 55 participants responded to this questionnaire, forty-eight responded, yes; four did not answer this question; one was unsure for an unspecified reason; two respondents said it depended on the board/administration/community. The comments were rich with confirmation for the process. The ongoing time structure and the multi-district approach were highly significant. Group work proved to be highly valued by participants. The opportunity to network and the cross-district fertilization were powerful influences. "A sense of unity and strength prevails rather than competition. We are in this together" (Anonymous). "What better way to see differing viewpoints and gather input" (Anonymous). "Got us out of private community pockets" (Anonymous".

Summary Of Accomplishments

This Leadership Study Group model did align training and information to PDE requirements for school restructuring. An arena for

dialogue, collaboration, exploration, and reflection was created. Participants developed ownership through participation in the change process and through democratic practices. Relationships formed were based on purposeful planning and action that required multiple leadership and teaching styles. Participants were linked through tasks and structure to a multidistrict network. Products were produced and effective processes were modeled. The WRPDC provided technical support, materials, funding, and leadership for the project. The $40,000 budget to deliver Leadership Study groups covered costs involved in producing materials, presenter fees, meals, substitute reimbursement, and partial staff salary; the project costs were worth the outcomes.

The conclusions resulted from the descriptive, project evaluative, time based, process oriented examination of data collected during the implementation of Leadership Study Groups. Results were based on pattern matching through replication and aggregate data types. Data types were derived from multiple sources. A chain of evidence was developed through analysis of data.

Conclusions were based on data interpretation and findings. Interpretations were based on linking data to propositions and criteria for interpreting findings, comparative analysis linked to literature through pattern matching, and comparative analysis among districts dependent on conditions. An effort was made to present evidence neutrally, with both supporting and challenging data.

Chapter 6

Discussion

Discussion

This WRPDC Leadership Study Group project design for a professional development model that included collaborative work, job role enlargement, and developing shared vision to build readiness for systemic change was based on congruent research theory. To document what elements of the professional development model caused or diminished effectiveness, quantitative and qualitative data were collected and analyzed. Patterns were identified and findings listed. Leadership Study Groups can model collaborative processes, actively engage everyone in dialogue and action, present current research concepts, provide the technical knowledge base, and provide some support for change. What happens within each district is limited or supported by that system. For this model to be sustainable, system support is required. A learning organization that continually renews itself requires ongoing professional and organizational development.

Increasing awareness of the dynamic complexity of factors involved in educational change led to listing of discrete, identified elements and processes. While the intent and processes used followed prescribed methodology and procedures, many gaps still exist in fully comprehending what mattered. Dynamic complexity and the need for increased coherence and comprehension presented a dilemma when applying current analysis

methods and interpretations. Documenting specific change through developed products, behavior manifested, and personal anecdotal records may meet evaluative requirements, but new readings evoked more questions. Effectively dealing with the content and process of change is difficult and remains too complex for analysis given current methods of analysis. Management and leadership theory is just beginning to deal with relationships as the key determiner of what is observed and how unseen connections between what were previously thought to be separate entities are the fundamental elements of all creation (Wheatley, 1992). Schein (1992) cites that "One of the problems with just shifting to group work is that it does not fit the paradigms; is countercultural. What goes wrong is we manipulate some assumptions while leaving other untouched. We create tasks that are group tasks, but we leave the accountability system and the career system alone. If they are individualistic, teamwork is undermined and subverted" (p. 140).

While the learning of individual teachers, administrators, and other school stakeholders is essential to lasting, significant reform, that learning must be accompanied by structural changes in the system. Conversely, structural changes without changes in the attitudes, knowledge, and skills of educators can only result in failure. To restructure is not to reculture. "Changing formal structures is not the same as changing norms, habits, skills, and beliefs," states Fullen (1993, p. 49).

If success for all students is the bottom line, the instituted performance standard must insist that our improvement efforts recognize the inextricable link between the growth of individuals and the structure and qualities of the organizations in which they work and

learn. Sarason (1990) states that it is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers. Schools should exist coequally for the development of students and educational personnel. To create and sustain for children the conditions for productive growth without those conditions existing for educators is virtually impossible. Whatever factors, variables, and ambiance are conducive for the growth, development, and self-regard of a school's staff are precisely those that are crucial to obtaining the same consequences for students in a classroom. Learning and planning time must be provided for educators and attention must be focused on organizational development.

To understand whether any system or organizational structure will be significantly altered by Leadership Study Groups cannot be assessed this early in the change process. To attribute school district system or organizational changes to Leadership Study Groups may be difficult to isolate. Systems do not change themselves, people change them. People learn new patterns through their interactions with others on the job.

"Dynamic complexity is the real territory of change: 'when 'cause and effect' are not close in time and space and obvious interventions do not produce expected outcomes, because other 'unplanned' factors dynamically interfere" (Fullen, 1993, p.20). Change is non-linear and loaded with uncertainty. Change processes are overlapping series of dynamically complex phenomena. Success has to be the discovery of patterns that emerge through actions taken in response to the issues.

Perhaps the practices of individual rule in a bureaucratic structure that are currently identified in school settings can be changed. Collective action instead of individual autonomy or

hierarchical authority is a difficult concept to practice in public school decision making. Common goals that transcend self-interest and unite people that work together are a new focus for educators used to working in isolation in a bureaucratic structure based on management by control. Developing shared vision is the path that may lead to common goals. Sergiovanni (1992) states that what results from not giving equal attention to all modes is an impoverished management theory and a leadership practice that may not be leadership at all. We can't underestimate the complexity of human nature and the capacity of people to be motivated for reasons other than self-interest. Democratic practice in schools leads his list of what must be in place for effective change to occur.

Wheatley (1992) refers to intrinsic motivators that spring from the work itself. Motivation theory is refocusing on the deep longings humans have for community, meaning, dignity, and love in our organizational lives. The impact of vision, values, and culture now occupies organizational attention. "We now sense that some of the best ways to create continuity of behavior are through the use of forces that we can't really see." (Wheatley, 1992, p. 12.) She contends that organizations are conscious entities, possessing many of the properties of living systems. The dynamics between chaos and creativity, between disruptions and growth are leading to new principles that evoke more questions that bear exploration.

The dynamic interplay between internal connections and external connections must be understood. "As the scale fo complexity accelerates in post-modern society our ability to synthesize polar opposties where possible, and work with their co-existence where necessary, is

absolutely critical to success. One starts with oneself, but by working actively to create learning organizations, both the individual and the group benefit" (Fullen, 1993, p.41).

Much of what must be understood and practiced to result in sustainable change in the public school setting remains undiscovered. Organizational leaders must look at the whole picture, the unified field, not discrete pieces. This is revolutionary compared to the traditional research approach using quantitative data that is so often practiced. To shift to the broadest perspectives and look at qualitative data is an essential first step, but to apply the principles of new science is beyond current comprehension.

> "We have only just begun the process of discovering and inventing the new organizational forms that will inhabit the twenty-first century. To be responsible inventors and discoverers, though, we need the courage to let go of the old world, to relinquish most of what we have cherished, to abandon our interpretations of what does and doesn't work. We must learn to see the world anew" (p. 5). "In the new science, the underlying currents are a movement toward holism, toward understanding the system as a system and giving primary value to the relationships that exist among seemingly discrete parts" (Wheatley, 1992, p. 9).

Implications

Four primary implications have been drawn from this report.

1. There are strong implications for the way educational staff development was practiced. The Leadership Study Group approach did

initiate change. Ongoing Leadership Study Groups were more effective than traditional one-day inservice. District study groups practiced roles and actions demonstrated through study groups. Leadership Study Group participation led to the manifestation of the change process. The multidistrict approach broadened participant's sense of norms and culture. Participants in Leadership Study Groups did form positive beliefs about Chapter 5, Student Learning Outcomes, and study groups. Participants were satisfied with the project at the time and felt that it did build readiness to implement Chapter 5 requirements.

2. Comparative analysis among districts demonstrated that district outcomes were highly dependent on the level of administrative support in the district. Time allocation and organizational backup were significant variables. Districts with administrative support did form collaborative teams and they produced multiple products to be incorporated in the district's strategic plan. Districts with strong administrative support developed additional goals and plans, and they formed additional study groups within the district. Participation benefited the district as well as the individual.

3. Intensive, ongoing professional development through study groups did help to lay the foundation for complex change and organizational development. Materials gained through Leadership Study Group participation were shared with other community and faculty members to enlarge the circle of influence. The processes modeled in Leadership Study Groups were effective and transferable.

4. Significant barriers to in-district implementation of Chapter 5 were identified by participants. The most significant barriers were lack of system-wide planning and effective leadership; lack of funding,

planning time, scheduling barriers, and inadequate resources. Significant needs for professional development in effective planning, collective implementation, development of outcome-based assessment, and learning and applying appropriate instructional techniques must be addressed. Surviving community pressure or bias, board transitions, and loss of leadership are significant factors. Newly defined roles and responsibilities for school administrators, teachers, students, and the community are still in flux. It is unknown if individuals participating in Leadership Study Groups can help to overcome the barriers over time.

Perhaps school districts in Pennsylvania will follow patterns described by Nova National Lecturer Michael Scriven in "Michael's Iron Law"...Past behavior will remain the best predictor of future action. School districts have historically set the course for continued action by looking into the rear view mirror of past practice, test scores, and traditional research. Without a fresh shared vision, sustained meaningful change is unlikely.

With the heated political arena, severe local funding problems, and increasing rate of administrative and board turnover, superintendents can face loss of their role by pushing for reform, or, conversely, by lack of leadership. The public expectations within communities are widely divergent and the next board configurations and expectations are unpredictable. Conflict and disagreement will plague the process, especially in the early stages of working toward school restructuring.

School districts may avoid the data and underestimate the change process and fail to find the planning time, provide the personnel, modify the structure, provide the training, and reallocate resources to cover costs. Local districts may be so financially restricted that

reallocation cannot resolve the needs. Other districts with strong leadership and resources may grow significantly and the gap will continue to widen between the have and have not districts. Future community economic growth may be further limited if districts become even more regressive. If professional development time and training are not provided, teachers may be blamed for the failure to meet the new requirements.

Issues of power and resources remain critical and uninvestigated in this study. NSU EDL policy and finance classes provoked questions in this writer about resources and power. It seemed that attention was limited to resources that are expensive, not expansive. Expensive resources are personnel, buildings, teaching materials, all the adjunct programs initiated in schools. Expansive resources seem to fall outside of the normal decision-making barriers in schools. If power is concentrated in controlling limited resources, and the belief is that there is not enough to go around, that someone has to win or lose, and that we must compete to get resources, then, we have a picture of the current power structure in organizations. But, what if some resources are not expensive, not limited, not controlled by others, but, within the power of the individual or group? What if some essential resources are expansive, grow on their own and can be nurtured by the organization? What if the desired resources are dialogue, learning, compassion, kindness, respect, cooperation, dignity, discovery, and creativity? What if they come into existence through personal and group "meaning making"? Then, no power struggle, no male or race dominance, no lack of money can alter the progressive expansion.

No direct explicit Leadership Study Group content nor the data gathered addressed the issues of power and social structures in existence in participating school districts. Organizational change theory related to shared power issues was not explicitly discussed. The Leadership Study Group model practiced shared decision making without overt demands for prior acceptance of the concept. Although the alternative staff development model of study groups was presented and accepted by those who participated in the study group project, non-participating administrators, school board members, and community members did not necessarily share in the shift in beliefs about shared power and the benefits of collaboration.

While Leadership Study Groups were an effective professional development model to build readiness for school district restructuring, more intensive administrator training would increase the sustainability of school change. Additional funding for administrator training might allow more attention to developing administrator knowledge and skills to enhance their effectiveness in leading school restructuring. Training and knowledge could target: (a) effective staff development practices, (b) increased awareness of organizational development theory and practice, (c) involving the community in strategic planning and developing shared vision, (d) conducting system-wide planning, and (e) developing resources for planned change

Data Dissemination

Members of the steering committee of the WRPDC received preliminary findings based on the summative data questionnaire in May 1994. They reported back to the local districts and were to discuss the findings.

Steering committee members gathered in June to discuss the districts' responses and to plan the WRPDC training and activities for the 1994-1995 school year. Copies of this final report are available to Leadership Study Group participants, intermediate unit staff, and PDE. An executive summary report will be sent to the current WRPDC director. A proposal to present on Leadership Study Groups will be submitted to Nova Southeastern University, Educational Leaders', Summer Institute in 1995.

Personal Leadership Growth

During the year of state-wide political wrangling over the adoption of the state educational reforms, the local political climate grew tense. Both the intermediate unit director and assistant director expressed the belief that the Chapter revisions would never pass and, if they did pass, that the legislature would overturn them. The media coverage of the events would have, in fact, led one to assume that they did not pass. In debates between representatives of the Department of Education and outcome-based education opponents, audience members were swayed by the presentation style and persuasive comments of the OBE opponents.

In Pennsylvania, intermediate unit and school district funding is increasingly dependent on local taxes. Given the severe economic conditions of the region, taxpayer leagues have grown and become very vocal. They have linked with OBE opponents and together they use tactics that must be heard. Local taxpayer groups became increasingly brutal in their attacks on the very few local school administrators with a change agenda. Some local school boards were infiltrated by taxpayer

groups that halted reform efforts and basic board functions. Micro management replaced the routine board agenda. Decisions that were routinely made in the past now took hours of hot debate. Contracted building projects were derailed. Whole systems were destabilized by single issue board members. Administrators resigned and one school board president cited death threats as the reason for resignation.

Due to the local climate, this writer was directed not to speak publicly regarding the educational reform initiative and forbidden to proceed with the offer to write a regular informational newspaper column on education. A low profile and thwarted public information and education were mandated by politically concerned employers. Perhaps the course of related events was altered in outcome in the public arena by limiting public information about the controversial aspects of outcome-based education presented by the media and the "fundamentalist" groups. Local taxpayer leagues clearly had the support of the majority of voters in local board elections and the power to disrupt systems.

During the initial implementation phase of the project the director and assistant director supported the study group project overall. They did not participate and did not develop an understanding of the content and process on a deep level. A gap between service provision and administrator support and understanding developed. As the WRPDC director attended, planned, and participated in national, state, regional sessions promoting educational change, the internal support for change diminished.

When the concepts and methods for staff development that the WRPDC promoted began to look increasingly different from the one day, big-name presenter model of staff development that was the widely accepted local

norm, non-participating local administrator support grew slowly. The internal system administrators became resistant to change. They began to deny requests for additional books, materials, and training covered in the budget. When questioned, it was stated that "You know too much already." This comment had high impact and implications for long-term personal and professional growth.

Had my Nova Southeastern University doctoral work and other professional study prepared this student for a level of performance that exceeded the needs and desires of my employers? This was an area that warranted objective monitoring throughout the year. It became increasingly obvious that administrators were threatened by new knowledge and skills, and that collaborative work, coupled with gender, expanded role, and connections in the statewide arena added to the discomfort. Deliberate attempts to include administrators in the learning experience, to share the knowledge, and to be non-threatening did not alter the outcome. It seemed that the more people spoke highly of the work performed, the more restrictions were placed on activities.

In addition, changes in work assignments were made frequently and without discussion. This director was assigned multiple and more divergent tasks as each month went by and secretarial support was cut substantially. A pattern began to emerge that led to the belief that this was being done not to strengthen the capacity to produce work for the benefit of the organization, but to submerge, diminish influence, and subvert the process. Administrative comments and actions led to the realization that they wanted failure, not change. Soon 18 hour days were required to sustain regional collaborative grant writing coordination; plan and implement state, regional and local center

projects; and to keep afloat instructional media services for 11 districts. Doctoral class preparation and the demanding workload became an all-consuming lifestyle. Commitment to high performance was a driving force. Through great effort, not a single ball dropped and quality work was produced. The desire to maintain the workload without administrative support began to diminish over time. All the great project evaluations, successfully submitted and funded proposals, and collaborative ventures were rewarding, but the toll became unwelcome.

When high performance was not valued and supported by the system, this adult learner began to question the long-term outcomes. Upon expressing personal concern, no offer of assistance, reduced workload, increased secretarial support, or understanding of the situation was given. It was clearly time to disengage and to make plans to leave. Following the first year of implementation of this project, resignation from the position became the only available option.

Does the system reward mediocrity and punish excellence? Was the system financially unable to maintain personnel necessary for change initiatives? Were the concepts imbedded in systemic change too threatening in this environment? Were the change initiatives too complex and demanding to be sustained? This writer is uncertain. It remains clear that professional growth and systemic change cannot occur and be sustained without administrative support.

The following personal and professional guidelines emerged: Know who you are. Know your district and community. Discover together what is possible. Be willing to do what you have never done before. Stay committed to your overall intention and vision, not to a rigid plan. Continue to widen your circle of influence. Seek additional resources

and funding. Form alliances with others, build networks. Be committed to ongoing, purposeful professional development. Be committed to organizational development. Work to create and sustain a learning organization. Drucker (1995) states that the core competency that all leaders must practice is innovation.

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Study Groups

SESSION II
December 7, 1993

AGENDA

* * *

8:30 a.m.	Registration
8:45 a.m.	Welcome & Overview *Denise Garrott*
9:00 a.m.	District Reports on Student Learning Outcomes
9:30 a.m.	Relating Outcomes to Curriculum, Instruction, and Assessment *Terry Foriska*
10:30 a.m.	Break
10:45 a.m.	PDE State Student Assessment *Paul Munyofu*
11:45 a.m.	Lunch
12:40 p.m.	Change Management - Team Building A. Joan Leukhardt & Denise Garrott B. Janice Miller & Joe Marcoline C. Lynne Snyder & Debbie Gressley D. Arnie Haberkorn & Susan Boggio
2:00 p.m.	Board of Directors *Denise Garrott*
2:10 p.m.	Developing Beliefs *Bruce Gurcsik*
2:50 p.m.	Team Homework Assignments *Debbie Gressley*
3:00 p.m.	Evaluation
	Adjourn

Study Groups

SESSION I
November 1, 1993

AGENDA

* * *

8:30 a.m.	Registration Refreshments
9:00 a.m.	Welcome *Tom Carey*
9:20 a.m.	Overview *Denise Garrott*
9:20 a.m.	Team Building *Debbie Gressley*
10:20 a.m.	Break
10:30 a.m.	Overview of Chapters 3, 5, 6 *Bruce Gurcsik* *Irene Mergen* *Sue Perfetti*
10:50 a.m.	Strategic Planning *Bruce Gurcsik* *Irene Mergen* *Sue Perfetti*
12:00 p.m.	Lunch
12:45 p.m.	Demographics *Denise Garrott*
1:30 p.m.	Quality Goals - Outcomes *Debbie Gressley*
2:00 p.m.	Initial Study Group Meeting
2:30 p.m.	Study Group Reports/Questions
2:55 p.m.	Evaluation
3:00 p.m.	Adjourn

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Study Groups

TRAINING PLAN

April 13, 1994

AGENDA

* * *

8:45 AM Welcome - *Denise Garrott*
Review of Study Group Assignment

9:00 AM Assessment Review
Bob Coldiron
Private Consultant
- Assessment Review
- Alternative Assessment
- Observation & Judgement
- Design of Assessment
- Rubric Development
- Assignment & Evaluation

10:45 AM BREAK

12:00 PM LUNCH
Individual Reflection -
Joe *Marcoline*

1:00 PM Assessment *(Continued)*

2:00 PM Homer Center High School's Writing Assessment Program
Jane Mastro
Roxanne Rouse
Secondary English Teachers

2:45 PM Evaluation/Assignment

3:00 PM Adjourn

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Study Groups

TRAINING PLAN
February 9, 1994

AGENDA

* * *

8:45 AM Welcome
Review of Study Group Assignment

9:15 AM Foundations of Quality Assessment
Shifting the Emphasis to Classroom Assessment
Dr. Robert Coldiron
Private Consultant

10:45 AM BREAK

11:00 AM The Lanugage of Assessment
Quality Classroom Assessment
Dr. Coldiron

12:00 PM LUNCH

1:00 PM Developing Portfolios
Dr. Coldiron

2:00 PM Presentation on Portfolio Design Team
Blairsville-Saltsburg School District

3:00 PM Evaluation/Adjourn

Study Groups

TRAINING PLAN
SESSION 5

May 2, 1994

AGENDA

• • •

8:45 AM Welcome - *Denise Garrott*
Collect Assignments

9:00 AM Assessment & the Strategic Plan
Bob Coldiron
Private Consultant
- Putting the Plan Together
  Criteria
- Classification & Approaches
- Focus & Alignment
- Assessment Planning
- Staff Development
- School Records/Grades
- Assistance to Students
- Graduation Projects

10:45 AM BREAK

12:00 PM LUNCH

1:00 PM Assessment *(Continued)*

2:00 PM Evaluation/Assignment
Denise Garrott

3:00 PM Adjourn

USING STUDY GROUPS TO MEET CHAPTER 5 REVISIONS

DISTRICT STRATEGIC PLANNING
STEERING COMMITTEE

Administrators	Teacher Leaders	Curriculum Coordinators	Principals
Community Members	Teachers	Parents	Board Members

LEADERSHIP STUDY GROUPS

Administrators Teacher Leaders

Use Study Group concept during the 1993-94 school year to learn about:

Chapter Revisions
Aligning Outcomes with Curriculum
Group Facilitation
State Student Learning Outcomes
Instruction Assessment
Leadrship Skills, etc.

LEADER	LEADER	LEADER	LEADER	LEADER	LEADER
Study Group: Portfolio Development	*Study Group: Graduation Requirements*	*Study Group: Curriculum, Instruction, Student Learning Outcomes, Planned Courses*	*Study Group: Assessment Plan (state & district)*	*Study Group: Act 178 Professional Development/ Induction Plan*	*Study Group: Community/ Parent Involvement*

APPENDIX C

SECTION I

TEACHER LEADERSHIP TRAINING
Leadership Study Groups
September 1993 To June 1994

EVALUATION

Study Groups: A collaborative project among ARIN Intermediate Unit 28 and local districts in Armstrong and Indiana Counties.

Your Name: _____

District: _____

School: _____

Your Home Address: _____

Your School Phone Number: _____ Home _____

Can I contact you for clarification of your responses? Yes ___ No ___

Please take a few minutes to reflect upon and relate your responses to the following questions:

Section I

PART A

Group Participation:

1. Did you participate in all training dates? Yes ___ No ___
   If no, explain _____
   _____
   _____

2. Are you part of a district/ARIN team? Yes ___ No ___

3. Did you participate in a Study Group in the past? Yes ___ No ___
   In what setting?

4. How many members are in your Study Group? _____

5. What is your district role? (circle one)
   Superintendent Asst. Superintendent Curriculum Coordinator Teacher
   List Other _____

6. What roles did you play in your Study Group? (circle each one)
   1. Facilitator 2. Reporter 3. Recorder 4. Timekeeper

7. How would you rate your involvement? Minimal Always Participated
   On a scale of 1 to 5, if one is 1 2 3 4 5
   minimal and 5 is always participated?

8. Did roles rotate to most members? Yes ___ No ___

9. How often did all members participate as equals?

Always	Mostly	Occasionally	Never
1	2	3	4

10. How were decisions made? (please list percentage estimates)

Consensus _____ Voting Majority _____ Top Down _____

11. How often did you meet during year?

Weekly Every Two Weeks Monthly Other _____

12. How long was each meeting? _____ hours

13. Did the district provide a substitute? Yes ___ No ___

14. Please describe the quality of interaction among group members.

	Always	Occasionally	Never
Comfortable	1	2	3
Challenging	1	2	3
Productive	1	2	3
Effective	1	2	3
Collegial	1	2	3
Inspiring	1	2	3

Others: _____

15. What are the most important qualities for a Study Group leader to demonstrate?

16. Who emerged as a leader in your Study Group?

17. Which facilitation methods did your group use? (circle all)

Resource Sharing	Lecturing	Questionnaire	Brainstorming
Consensus Building	Group Interviewing	Evaluating	Surveying
Prioritizing	Presenting	Action Planning	

Comments: _____

_____

_____

18. Did your group develop a portfolio plan? Yes ___ No ___

Comments: _____

_____

_____

19. Did your group develop any common goals for the future? Yes ___ No ___
Comments: _____

20. What did you like least about being involved in this project? _____

21. What did you like most? _____

22. This Study Group influenced my...(if not at all or very little please say so).

Knowledge of _____

Skills to _____

Attitude toward _____

PART B

Design, Process, and Assignments
Rate your perception of the training provided at the Intermediate Unit?

		Poor				Excellent
23.	Content	1	2	3	4	5
24.	Schedule	1	2	3	4	5
25.	Methodology	1	2	3	4	5
26.	Interaction	1	2	3	4	5
27.	Presenters	1	2	3	4	5
28.	Handouts and Manual Materials	1	2	3	4	5
29.	Assignments	1	2	3	4	5
30.	Resource Materials	1	2	3	4	5

31. What recommendations about design, process or products would make for the future?

PART C

Beliefs: (circle one)

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	No Opinion
32. Chapter 5 Revisions will benefit my district.	1	2	3	4	5
33. Student Learning Outcomes will benefit student learning.	1	2	3	4	5
34. Study Groups are a good way to learn together.	1	2	3	4	5
35. Study Groups can lead to school change.	1	2	3	4	5
36. Study Groups should be an ongoing district function.	1	2	3	4	5
37. Learning time for all educators should be provided in school.	1	2	3	4	5
38. All educators should be members of Study Groups.	1	2	3	4	5
39. I would like to play a key role in Strategic Planning.	1	2	3	4	5

40. If you would like to comment on any of your responses on **PART C**, please do so here.

APPENDIX D

SECTION I

EVALUATION SUMMARY

Section II

Design, Process, and Assignments
Rate your perception of the training provided at the Intermediate Unit?

	Poor 1	2	3	4	5 Excellent
Content	0	0	9	29	20
Schedule	0	1	9	26	21
Methodology	0	4	15	25	14
Interaction	0	1	12	27	19
Presenters	0	1	7	27	23
Handouts and Manual Materials	0	0	7	22	29
Assignments	0	3	16	27	11
Resource Materials	0	0	6	31	22

What recommendations about design, process or products would make for the future?

-More room for people to work
-Climate control
-More inter-district interaction and sharing
-None, but I like the idea of a team approach for this workshop
-Try not to cover so much and provide more discussion and practice
-Provide handouts for each participant rather than by team
-Add different facilitator to Bob Coldiron's material, Munyofu was not effective speaker
-Almost too much material, overwhelming
-Provide list of resources, order forms
-Excellent material, poor organization, number all pages
-Didn't do assignments 2, NA
-More time developing transitional outcomes
-More dynamic presenters
-More time for group interaction
-Provide bibliography for resource
-Got us going
-Have a variety of samples to examine
-Poor climate control, space
-Material great benefit

Section II

Beliefs:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	No Opinion
1. Chapter 5 Revisions will benefit my district	1 - 0	2 - 1	3 - 17	4 - 28	5 - 7
Comments: If implemented properly Only if district wants it to, it can be a lot of work and get shot down by Administration and Board					
2. Student Learning Outcomes will benefit student learning.	1 - 0	2 - 1	3 - 20	4 - 31	5 - 2
Comments: This will only work if sufficient staff is supplied to handle students individually. After learning about the process, I am overwhelmed and anxious about Strategic Planning.					
3. Study Groups are a good way to learn together.	1 - 1	2 - 0	3 - 8	4 - 41	5 - 3
4. Study Groups can lead to school change.	1 - 1	2 - 0	3 - 15	4 - 34	5 - 4
Comments: Only if district wants it to, it can be a lot of work and get shot down by Administrators and Board.					
5. Study Groups should be an ongoing district function.	1 - 0	2 - 1	3 - 12	4 - 38	5 - 3
Comments: Cost of substitutes and times away from class need to be evaluated.					
6. Learning time for all educators should be provided in school.	1 - 1	2 - 2	3 - 6	4 - 42	5 - 3
Comments: Need both group and individual learning. How are Study Groups different from committees. Definitely, because this <u>did</u> happen.					
7. All educators should be members of Study Groups.	1 - 0	2 - 9	3 - 15	4 - 27	5 - 5
Comments: Only if voluntary. I like what I hear but skeptical because no solid data, but need to change. Should not be mandated but voluntary. Only if district wants it to, it can be a lot of work and get shot down by Administrators and Board.					
8. I would like to play a key role in Strategic Planning.	1 - 1	2 - 3	3 - 11	4 - 34	5 - 4
Comments: Already do - no answer					

9. If you would like to comment on any of your responses, please do so here.

Comments: Never met as group - all low scores
Never did assignments
Never met due to contract, Administration and Board problems
Large diverse district
Acceptance
Administration support
Degrees of student success
Study groups are a good way to share and chip away at problems, a few at a time
Our Study Groups is powerless in so many ways, district doesn't realize importance
What if we lose our leadership

APPENDIX D

SECTION II

TEACHER LEADERSHIP TRAINING
Leadership Study Groups
September 1993 To June 1994

EVALUATION

Study Groups: A collaborative project among ARIN Intermediate Unit 28 and local districts in Armstrong and Indiana Counties.

Your Name: _____

District: _____

School: _____

Your Home Address: _____

Your School Phone Number: _____ Home _____

Can I contact you for clarification of your responses? Yes ___ No ___

Please take a few minutes to reflect upon and relate your responses to the questions on the following pages.

Please return by May 2, 1994 to Denise Garrott
ARIN Intermediate Unit 28
Route 422 East, PO Box 175
Shelocta, PA 15774-0175

Section II

Part A

1. I would like to lead a district Study Group. Yes ___ No ___ ? ___
   Comments:

2. I would prefer to lead the Study Group on: (Please Rank Choice 1-5)
   ___ Professional Development, Induction, Act 178
   ___ Curriculum, Instruction, Planned Course Development
   ___ New Assessment Measures and Portfolios
   ___ Graduation Requirements
   ___ Community/Parent Involvement

3. Does your district plan to implement Study Groups in the future? Yes ___ No ___ ? ___
Comments:

4. Are Study Groups a component of your district's Act 178 Professional Development Plan? Yes ___ No ___ ? ___
Comments:

5. Did your district develop more in-district study groups? Comments: Yes ___ No ___ ? ___

6. I will need district support in these areas:

7. I will need additional training in these areas:

8. What support was provided by the district to your Study Group? (circle all):

on school time site arrangements scheduling accommodations meals

communications materials leadership supplies

other: _____

9. For all students to master the student learning outcomes my district will have to change_____

_____

_____

_____

_____

_____

Section II

Part B

1. How did participating in a Study Group change your leadership skills?

2. In what ways has your thinking about teaching and education changed as a result of this program?

3. In what ways has your role in school changed as a result of this program?

4. Explain any ways you think this program has benefited your students, school, or community?

5. How has this program compared to other in-service programs you have experienced?

6. Should multi-district study groups be continued at the Intermediate Unit through the Western Regional Professional Development Center?

7. Describe any additional training or service your district would need prior to implementing Chapter 5.

APPENDIX F

SECTION II

EVALUATION SUMMARY

1. I would like to lead a district Study Group. N/A 5 Yes 22 No 10 ? 10
   Comments:
   - -Not enough time
   - -Not yet
   - -Need assistance
   - -Want to provide input
   - -Already involved
   - -Everyone is needed
   - -Presently involved in all
   - -Already have B-S
   - -Started at Homer-Center
   - -IAVTS too small for "luxury" of Study Groups

2. I would prefer to lead the Study Group on:
   - 30 Professional Development, Induction, Act 178
   - 31 Curriculum, Instruction, Planned Course Development
   - 32 New Assessment Measures and Portfolios
   - 29 Graduation Requirements
   - 30 Community/Parent Involvement
   - 1 N/A

   (33 responses out of 49)

3. Does your district plan to implement Study Groups in the future? Yes 20 No 4 ? 21
   - -Freeport - yes, through Strategic Planning Action Teams
   - -Blairsville-Saltsburg already has and will expand
   - -Homer-Center - starting, good idea, valuable idea
   - -Marion Center - this is part of Strategic Planning structure
   - -Purchase Line - depends on School Board
   - -Armstrong School District - hope so
   - -IAVTS - no, size too small of staff
   - -Indiana Area School District - needs leader

4. Are Study Groups a component of your district's Act 178 Professional Development Plan? Yes 9 No 19 ? 14
   Comments:
   - -Will become an import component
   - -Blairsville-Saltsburg - called committees, not formal Act 178
   - -Freeport, Purchase Line, Indiana Area School District, Marion Center, Leechburg, and United - will recommend

5. Did your district develop more in-district study groups? Comments: Yes 18 No 17 ? 8
   - -Hope we will
   - -Freeport - I'm sure we will, portfolio assessment
   - -Freeport - Expanding to community
   - -Homer-Center - Getting groups going, administration support present
   - -Homer-Center - Professional Development committee was here in attendance
   - -Blairsville-Saltsburg - Portfolios, reinventing time, expanded opportunities, alternative assessment, curriculum in five subject areas

-Purchase Line and Marion Center - Will in near future, not yet
-Purchase Line - Board hesitant about Strategic Planning
-Armstrong School District - Used Study Group on inservice day

6. I will need district support in these areas:

- 13 Time for planning
- 4 Communication
- 3 Leadership
- 4 Secretarial work
- 3 Substitutes
- 3 Strategic Planning
- 2 Resource Material
- 2 Flexibility for meetings
- 1 Already have it in Blairsville-Saltsburg
- 1 Construction
- 1 Administrative Support
- 1 Community Involvement
- 1 Interdepartmental support
- 2 Assessment
- 3 Graduation Requirements
- 2 Curriculum Revision
- 1 Portfolio
- 2 Everything
- 1 Opportunities to visit and observe Opportunities for pilot projects
- 2 Clarification of district goals
- 1 This is a total group effort
- 2 Hostile School Board
- 1 Assessment/Portfolios/Instruction
- 1 Our entire school needs assistance for Strategic Planning

7. I will need additional training in these areas:

- 12 Assessment
- 5 Curriculum Revisions
- 3 Facilitation skills/group management
- 5 All C 5 components
- 3 Flexible scheduling, writing outcomes
- 5 Graduate Requirements
- 1 Instruction
- 3 Building Consensus
- 2 Entire staff needs direction and training
  Parent & Community Involvement

8. What support was provided by the district to your Study Group?

- 36 On school time
- 28 Scheduling accommodations
- 19 Supplies
- 21 Materials
- 30 Site arrangements
- 9 Meals
- 25 Communications
- 27 Leadership

Other: Never met LAVT, ARIN, IAVT, Penns Manor, Leechburg
Follow up sessions very important

Marion Center expanded group on district level.

9. For all students to master the student learning outcomes my district will have to change:

- 1 Equal opportunities for students
- 4 Long term goals and mission of public ed
- 11 Curriculum Alignment
- 13 Educate parents & Board
- 10 Scheduling
- 4 Shift from age to performance grouping
- 4 Paradigms of teaching and learning
- 2 Vo-tech alignment to OBE
- 3 Evaluation and Record Keeping
- 4 Grading
- 3 Must change system for students
- 14 Assessment
- 5 Instructional strategies/ practices
- 5 Staff development
- 4 Class size and building structure
- 6 Planning time
- 2 Vo-tech alignment to OBE Budgeting
- 1 Depends on depth of change

Part B

1. How did participating in a Study Group change your leadership skills?

- 7 Made me a listener and team player
- 2 More confident
- 12 More knowledgeable and comfortable in leadership role
- 5 Raised awareness of OBE, SLO's and Study Groups
- 2 Emphasized my belief in collaboration
- 7 Enhanced my thinking about the need for change
- 3 Reflect a lot on leader qualities
- 2 Techniques for setting goals

2. In what ways has your thinking about teaching and education changed as a result of this program?

- 7 Enhanced my thinking about the need for change
- 1 New methods will help students, need time, support and trust
- 4 Great deal of work to be done in short period of time
- 3 Confirmed that problems and major undertakings can be accomplished through teamwork
- 2 Knowledge of OBE
- 2 Would like to become more involved
- 2 Focus thinking on portfolios
- 4 Provided process, forum, and technique for change

3. In what ways has your role in school changed as a result of this program?

- 2 Better informed and educated and critical thinker
  We all have responsibility for making it happen
- 8 Not yet
- 13 Becoming a leader, resource person
- 3 Showed support for process and need to change
- 2 Not much
- 10 Not changed

4. Explain any ways you think this program has benefited your students, school, or community?

- 5 Initiated the change process
- 4 Teachers are becoming leaders, more teacher involvement & leadership
- 2 Classroom practices
- 4 Teachers are becoming leaders
- 5 Too early to tell
- 4 Provided a focus for all of education and dialogue
- 4 Need for collaboration at all levels

5. How has this program compared to other in-service programs you have experienced?

- 12 Extended active involvement and release time
- 4 Chance to meet other districts
- 1 Liked variety of presenters and activities
- 1 Formative evaluations use was good
- 7 Good program, applicable, practical
- 1 Great, others envious
- 4 Time for sharing what people think
- 4 Better than most
- 5 Need district time to follow-up
- 2 Collaboration of Study Groups
- 5 Excellent
- 1 Very Intense
- 1 Truly a valuable learning experience
- 1 Pointed in right direction

This program has been much more extensive, well developed, articulated, integrated to district needs.

6. Should multi-district study groups be continued at the Intermediate Unit through the Western Regional Professional Development Center?

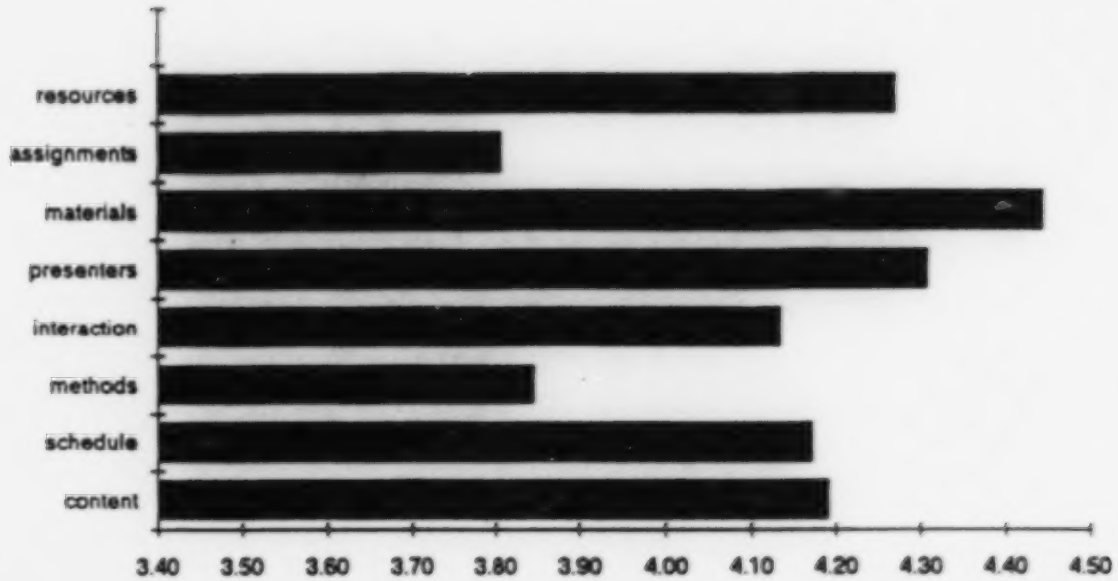
- 42 Yes
- 11 More multi-district sharing
  Maybe twice/year
  Share problem solving
  Sense of unity and strength rather than competition
- 17 Sharing ideas, good use of time, money
- 2 One for each Study Group area or as prioritized
- 1 Want to meet as small groups
- 1 Create banks of resources, expertise

7. Describe any additional training or service your district would need prior to implementing Chapter 5.

- 3 Awareness of Chapter 5 complexity and specifics
- 3 Align curriculum outcomes, assessment
- 3 Graduation requirements and projects
  -Very helpful, wants more training for each group
- 4 Unsure
- 6 Alternate grading and assessment procedures
  -Positive leadership approach
  -Cross-disciplinary training

APPENDIX G

RATING PAGE CHART



APPENDIX H

ROW DATA: CHANGE IN THINKING

In what ways has your thinking about teaching and education changed as a result of this program?

3 strategic planning opens options
6 believe we need to change/restructure/reform
6 no data
good to see what others are doing
3 enthusiam was generated
6 how vast and complex the problems are
lack of specifics in curriculum
3 strengthened belief in cooperative methods
to meet student diverse needs takes time
hope to lead teachers in implementation
4 helped me to understand assessment
see a great need to be open minded
ready to learn new techniques
available to attend professional development
4 willing to change
3 confirmed my thoughts
2 increased my concerns about district implementation of student learning outcomes
2 feel more comfortable
seeing other teachers do it made it real
need more flexible scheduling is needed
3 believe assessment needs to change to show success for all students
2 learned about and support Chapter 5 revisions
teachers must become facilitators in the classroom for students to become problem solver
2 whether students learn is more important than when students learn
change will take a long time
we need more assistance and preparation of entire districts
major tasks can be accomplished through teamwork
look beyond subject area and grade level
2 grateful for administrative leadership
see process of continuous improvement
schools must model the process of change to meet societal needs
it feels great to have support
2 focused my thinking on assessment implementation
confirmedneed for community/parent envolvement
we are at a cross road in education
teachers will be asked to redefine their roles in student learning
education is a shared responsibility among teachers, students, parents, and administrator

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APPENDIX I

WORTH

DISTRICT SUPPORT DATA

DISTRICT NAME CODE	CONTINUATION PLAN	SUPPORT PROVIDE BY DISTRICT
2	Uncertain Need time commitment Would like to Not yet Good technique Need funding	on school time communications site arrangements materails scheduling leadership
3	Already did form Ongoing plan Administrative support Administrative leadership Added more groups	on school time communications site arrangements materails scheduling leadership supplies
4	Ongoing plan Added one more	on school time communications site arrangements materails scheduling leadership
5	Ongoing plan Plans to add more Need time Need classroom coverage Need clear goals Have administrative support	on school time materials leadership meals supplies
6	Lack administrative support Will recommend ongoing Need time Need communication Need leadership Need secretarial support Need funding	on school time communications site arrangements scheduling accommodations
7	Lack administrative support Administrative turnover Need scheduling time	never met as group

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8	Ongoing plan Component of strategic plan Teacher leadership District support Need time Need scheduling help	on school time communications site arrangements materails scheduling leadership supplies meals
9	Lack of administrative support	never met as group
10	Lack board support	on school time communications site arrangements materails scheduling leadership supplies
11	Ongoing plan Part of Strategic Plan Will need ongoing support	on school time communications site arrangements materails scheduling leadership supplies meals

LEADSKL.XLS

APENDIX J

ROW DATA: CHANGE IN LEADERSHIP

How did participating in a Study Group change your leadership skills?

11 improved communication with others
13 increased knowledge base
8 provided opportunities and structure to examine issues
2 able to involve teachers in planning
helped teachers become leaders
20 learned the value of consensus, listening and involving others
2 improved organizational skills
3 reflected on leadership
11 increased comfort level and confidence
3 not much, not sure
became more assertive

APPENDIX K

ROW DATA: DISTRICT CHANGE

Appendix K
Raw Data
District Change
p 140

For all students to master the student learning outcomes my district will have to change:

10 philosophy. intention. mission. and goals
leadership
7 school board
7 community and parent support
12 scheduling and structure of the school day
11 curriculum
17 assessment procedures and methods
5 benchmarks for student progress
2 grouping of students
retention policies
4 class size
physical plant structure
5 teacher planning and implementation time
5 grading
3 grade levels
6 instructional techniques
3 desire for change
2 student expectations
the whole system
student portfolilos
7 staff development
2 continuation of change process
top down administration
role of principals to instructional leaders and facilitators
strategic planning
2 technology
site based management
funding appropriations

CONTINUE.XLS

APPENDIX L

ROW DATA: PROJECT CONTINUATION

Should multi-district study groups be continued?

48 yes	2 depends on board/administration/community		
0 no	1 unsure	4 no data	55 total respondents

Comments

6 It is a valuable day to talk/listen to what is going on in other districts and to learn the proce
Supporting single -district stydy groups may be more realistic
I feel that by meeting regularly we became more comfortable and shared more
We get so little opportunity to talk and share with other schools
3 Absolutely ! What better way to see differing viewpoints and gather input.
I'd like to try working with a group
2 It does provide opportunity for sharing. but need individual district time too.
2 I have learned much by listening to other input from districts.
A sense of unity and strength prevails rather than competiion. We are in this together.

I believe that more direct support needs to be given to specific study groups now.
Getting us out of our "private community pockets" is always a plus.
yes- but maybe only twice a year
very beneficial
2 This support is definitely needed. No one can do everthing and we can help each other.
On topics recommended by a majority of districts.
4 had the opportunity to network and gained insight . It was mind boggling!!